

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Fulton County Schools (FCS)		Project Number: (DOE Assigned)	
Total Grant Request: \$7,637,193		System Contact Information:	
Number of schools in system: 100		Name: Kelly Hopkins	Position: Coordinator -- Grant Development
applying: 11 proposals: 9 schools 1 Pre-K Program 1 Sheltering Arms Program		Phone: 404-763-6773 office 404-660-3166 cell	Fax: 404-763-6786
Congressional District: C05, C06, C13		Email: hopkinsk@fultonschools.org	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

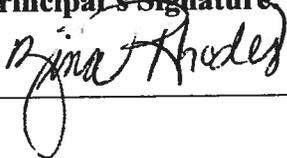
DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Mary Bethune ES		Total Grant Request: \$338,179
System: Fulton County Schools	School Contact Information:	
	Name: Zina Rhodes	Position: Principal
Number of Students	PhoneNumber: 770-991-7940	Fax Number: 779-991-7945
	Email Address: Rhodesz@fultonschools.org	
	755	
Number of Teachers		
	51	
Free/Reduced Lunch %	86.78%	
Principal's Name: Zina Rhodes		Other Reform Efforts in School:
		Principal's Signature: 

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists this school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

Literacy Curriculum: Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine weeks' units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven which assess reading, language arts, and writing. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common

assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in *every* grade and *every* tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. As with so many schools and districts across the country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted school is equal to or higher than the district average. In addition, CRCT Reading data clearly

exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NI1	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarlin	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	35%	11%*	3%	34%	NA	86%

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district’s 3rd, 5th and 8th graders take annually. This past year, the district’s average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students’ performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS’ ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT) based on the state’s Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS <i>(no longer an eligible Title I school)</i>	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarín HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district's intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

A. Need

Mary M. Bethune Elementary School is located in College Park, Georgia and is part of the feeder pattern for Creekside High School. Bethune Elementary School has made AYP for 5 consecutive years and is a Title-I Distinguished School; therefore, we are not in needs improvement status. A Striving Reader grant will help our school better address students' literacy needs and continue to make AYP.

Bethune has an enrollment of 755 students. Approximately 86% of the school's population is eligible for free and/or reduced meals. Our racial breakdown is 96% Black, 1% Hispanic, 1% Asian, and 2% Multi-racial. Nine percent of our students are classified in special education. Our mobility rate is 42%. We have 2 lottery-funded pre-kindergarten classrooms with 44 students. Further, we have 3 community-based preschool special education students registered at Bethune. Named for famed African-American educator, Mary McLeod Bethune, the school is a warm and caring place that invites learning and cooperative teaching. Students are encouraged to excel in everything that they do. Bethune embraces the community and enjoys a strict tradition of parent involvement and community volunteers. There is a school-wide focus on technology which has resulted in new computer equipment and software programs. We have provided computers in each classroom, installed them in the science lab, and have established two computer labs. The school has eighteen interactive boards which are distributed in classrooms and labs around the building. A Striving Reader grant will help us leverage the investments that we have already made in technology and provide additional professional development on successfully integrating technology into lesson plans to improve student achievement related to literacy.

Administrative and Teacher Leadership Team

We have a new principal, Zina Rhodes, who was appointed in June, 2011. Principal Rhodes is committed to working with faculty and parents to address students' literacy needs. Bethune's leadership team consists of teacher representatives from kindergarten through fifth grade, special education, special areas (e.g., Art, Music, P.E.), talented and gifted, as well as the Media Specialist, Technology Specialist, Assistant Principal, Curriculum Support Teacher, School Counselor, Head Building Custodian, and our Cafeteria Manager. All of these individuals participate in monthly meetings that are convened by Principal Rhodes. Information is shared about students' performance at each grade level. Each department representative shares best practices for supporting student achievement related to their area of work. Since taking the reign in June, Principal Rhodes' focus has been on improving the quality of instruction delivered to students while improving our customer service to parents and outside stakeholders through better home, school and community connections.

Over the past few years, Bethune Elementary School has implemented several evidence-based instructional initiatives to help improve student achievement in literacy:

- Saxon Phonics – a program that provided teachers with explicit instruction in critical foundational skills, e.g., high-frequency words, phonics and phonemic awareness, spelling, alphabetizing, and handwriting.
- Good Habits Great Readers: Kindergarten – a reading program that focuses on reading strategies that are essential to literacy development. Lessons start with explicit teacher modeling, move to supported partner work, and end with a link to independent practice.

We have made tremendous progress improving student achievement in literacy. Our success is grounded in standards-based instruction, ongoing professional learning, high expectations for

students, and strong parental engagement. A Striving Reader grant will allow us to strengthen our literacy focus in our School Improvement Plan and fully implement our literacy plan by providing the additional financial support.

a. School Literacy Team (5 points)

Principal Rhodes is excited about the Striving Reader Grant opportunity and has convened a literacy team representing all grade levels and functional areas to articulate our literacy plan. A focus on literacy will support specific objectives in our Title I Plan as well as the system School Improvement Plan (SIP). Our literacy team is comprised of members of the administrative team, teachers, and parents. The literacy team meets weekly to review data and develop our literacy plan. Members of our literacy team are included in the table below.

Member Name	Title / Role
Zina Rhodes	Principal
Alisha Jones	Curriculum Support Teacher (CST)
Joyce Norman	Kindergarten Teacher
Leslie Brown-Stanley	1 st grade Teacher
Kimberly Marshall	2 nd grade Teacher
Donna Houser	3 rd grade Teacher
Shante Bates	4 th grade Teacher
Tameka Bonner	Inter-Related Resource Teacher
Tarla Williams	EIP Teacher (grades 3-5)
Mary Ann Brown	Parent
Mrs. Garrett	Parent
Raymond Selmon	Parent Liaison

Dr. Tawana Miller, Title I Director, Kelly Hopkins, Office of Grant Development, and Larry Wallace, Project Manager – Smaller Learning Communities, are supporting Bethune ES as consultants and providing technical assistance. One of the primary functions of the literacy team is to gather information from all stakeholders, review literacy data and develop a clearly articulated literacy plan which includes evidence-based professional learning, ensuring that teachers use data to provide laser-like instruction targeted to the needs of students and

implementing technology applications to enhance instruction and increase student engagement with text. Team members are responsible for participating in formal and informal meetings with our stakeholders to garner input from them about factors such as: how comfortable are parents with helping their student with reading and what type of support and resources do parents need to bridge the gap between home and school. Team members act as a liaison between teachers, parents and students, and community.

b. Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)

In our initial literacy team meeting, Principal Rhodes facilitated a session where the team conducted a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) as part of our needs assessment. The team also conducted a root cause analysis to ensure that we were truly addressing the real causes of “why” some students are not learning adequate literacy skills at Bethune Elementary. The tables below highlight student data for Pre-K through 5th grade. Our Pre-K students assess lower than the district average in all domains as demonstrated by the Work Sampling data table below. Our Pre-K student needs will be addressed in a separate proposal targeting all Pre-K classrooms in targeted Striving Reader Elementary Schools.

Pre-K Student Achievement Work Sampling Data

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/ Social Dev.	Physical Dev. & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records, 2010-2011

A significant percent of our students did not meet reading standards as measured by the CRCT in both 3rd and 5th grade.

Elementary School	% FRL	% SWD	% ELL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%

Source: FCS Administrative Records 2011

Based on the data presented above and other data sources gathered in the needs assessment process, we identified the following literacy strengths:

- Our teachers are highly qualified and have experience in teaching reading. Eight teachers have a reading endorsement, and one teacher holds a Specialist Degree in reading.
- Our teachers have the ability to differentiate instruction to meet needs of students. They use a variety of teaching styles, e.g., peer, hands on, one-on-one, direct instruction, and student facilitated lessons, learning centers that contain activities based on students' learning styles and hands-on technology. They are able to motivate students to participate and be fully engaged by accessing and utilizing outside resources to supplement what is needed to instruct students.
- Overall, our 5th grade Reading Comprehension scores increased by three percentage points in 2011 from 93% to 96%. We attribute this increase based on continued implementation of weekly Reading Focus Days, teachers using common assessments and Checkpoints data to modify instructional practices, interdisciplinary teaching across the content areas, and incorporating technology into classroom instruction.

Further, through our needs assessment process, we identified the following **weaknesses**:

- Phonics is not emphasized in the current reading program, which impacts fluency and comprehension. Teachers need additional supplemental resources and additional professional development. Teachers need additional instructional strategies and professional

development in decoding and phonemic awareness to address the needs of struggling readers in the primary grades.

- Low usage and knowledge of supplemental instructional strategies to meet the needs of the reluctant or unmotivated struggling reader.
- High incidence of textbook driven instruction in literacy. Teacher dependency on the basal reader for classroom instruction.
- Lack of participation from Students with Disabilities in the Extended Day/Learning Programs that occur before or after school.
- Resistance by some teachers in using and incorporating technology and supplemental text into class literacy instruction.
- We often struggle to maintain the level of rigorous instruction to meet the needs of students with disabilities (SWD) to enable these students to “meet the standard” on the CRCT.

SWD data from 2010-11:

- 78% of 5th grade SWD met the standard for Reading Comprehension – Literacy Comprehension on the CRCT;
- 58% of all SWD in AYP grades (3-5) met the standard for Reading Comprehension;
- Teachers are not trained to deal with some of the most challenging behavior concerns that our SWD present in the classroom. Our teachers lack knowledge of the researched-based effective behavior modification strategies that are often needed to support our SWD in the classroom setting. Thus, professional learning for our teachers in behavior management strategies is crucial to students’ success in literacy.
- We often struggle to maintain the level of rigorous instruction to enable all students to meet standards:

- The percentage of students in grades 3-5 that score in Levels 2-3 “meets & exceeds expectations” on the CRCT in the content area of Reading (literacy comprehension, reading for information, and reading and vocabulary) is at or below 80 percent. This lag in performance has a direct impact on the academic achievement of students (grades 3-5) in the Social Studies CRCT, which is also at or below 67% for these grade levels.
- The percentage of 5th grade students meeting and exceeding expectations on the Georgia Writing Assessment was 84%. This failure to meet indicates a need to closely evaluate the instructional strategies currently used to teach writing, as well evaluate how the instructional time is utilized.

Teacher Professional Learning Needs

Based on our student literacy needs identified above, our teachers need additional professional development both in the areas of phonics, instructional technology, behavior management & modification, and literacy instruction, along with diagnosing and assessing students’ reading difficulties. Further, we want to emphasize the use of evidence-based best practices in every classroom so that everyone is working in the same direction, i.e., focused on student achievement. We want to promote ongoing professional learning for teachers that is non-punitive and gives teachers the opportunity to learn and grow. A detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e.

Teacher Retention Data

School Year	Percentage of Certified Teachers Retained
2010-11	82%
2009-10	87%
2008-09	89%

Source: Fulton County Schools Administrative Records

Teacher retention at Bethune Elementary has been relatively high. Over the past three years, six teachers retired, two teachers transferred, one died, and two resigned because they did not achieve highly qualified status in their teaching field.

Curriculum Needs

Effective reading instruction addresses five critical areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Based on our assessment data, there is a need to strengthen reading comprehension for students with disabilities and phonics instruction for students in kindergarten through first grade. We would like to employ systematic and explicit strategies to strengthen these areas of weakness.

Technology Needs

As part of our school culture, we value technology as a means to improve student achievement. To improve literacy instruction, we need access to software that will help teachers quickly assess student needs, differentiate instruction, and monitor progress.

Family Engagement Needs

Bethune is aware that parental support and family engagement are vital to the success of our academic programs. Through our needs assessment process, we discovered that parents are unsure how to create a supportive environment for learning at home. Parents want to know if their children are falling behind before they see failing grades on the report card so that they can intervene earlier and help their children get back on track. Parents want specific information about their children's performance and tools to help address deficiencies. We constantly strive to meet the academic needs of our parents. Parent Survey data indicate that 75-80% of parents feel that school is meeting academic needs of students; 90-98% of parents feel that the school has an excellent learning environment, and 80-90% feel that overall the school performs well

academically. We have an opportunity to offer parents additional literacy information and supports to use at home.

c. Needs Assessment Process (5 points)

Our school is constantly reviewing data to identify student needs. We conduct a comprehensive needs assessment to support both our Title I Plan and our School Improvement Plan. Literacy needs are identified through this rigorous process. Each member of our school team has a part in the completion of our comprehensive needs assessment. Data is collected and analyzed throughout the school year from local, district and state standardized test data to identify at-risk populations of students. At-risk students are identified as those students who scored below the 50th percentile on the Iowa Test of Basic Skills Test (ITBS), students who scored below 50% on the S1 Diagnostics Checkpoints Assessment; below 65th percentile on the end of S1 Checkpoints Assessments; and/or students who scored below 800 on the Criterion Referenced Competency Test (CRCT) in Reading, ELA, or Mathematics. Team members gather and analyze data from the following: Student Support Team referrals, Response to Intervention Informal Collaboration process, school discipline data, and School Social Worker referrals.

As part of our needs assessment process, school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs. School leadership monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis, period teacher-leadership conferences, and classroom observations. Teams of certified staff members develop intervention plans for students who are at-risk of not meeting minimal standards as prescribed by the state of Georgia CRCT. English Language Arts and Social Studies teachers along with the

Math and Science teachers collaborate in vertical teams to analyze data, plan for instruction, and develop common assessments that assess students' mastery of power standards. The Curriculum Support Teacher conducts grade level meetings to engage teachers in professional development as well as professional learning communities to support and plan for more effective instructional alignment based on the needs of the students. Student data are collected and disaggregated from CRCT Summary Reports by teacher and school. Data are also retrieved from the Student Assessment Management System (SAMS). Data are collected by subgroups (economically disadvantaged, gender, and ethnicity). Student discipline and attendance data are collected from our student information system every 4 weeks.

d. Areas of Concern (5 points)

Our first area of concern addresses our students with disabilities (SWD) population. Reading comprehension and fluency are areas of weakness for SWD. Current data from Checkpoints and common assessments strongly suggest that this population of students is not proficiently mastering grade level standards. SWD present some significant learning and behavioral challenges that interfere with their ability to learn and retain information. They often struggle to master grade level learning standards and retain the information long enough to be assessed using the yearly CRCT or other grade level summative assessments to determine academic progress.

Our second area of concern addresses the lack of phonemic awareness in students in K-2nd grade. Based on assessment data and teacher observations, teachers have not had significant training in the following areas: phonics instruction, reading fluency, and vocabulary development. Our goal is to provide professional development for teachers that will support

them in their efforts to engage students by teaching and assessing phonics, fluency and vocabulary development.

Our third area of concern addresses the professional learning needs of teachers in grades K-3 in reading instruction, assessing and diagnosing students' reading difficulties and behavior management.

Finally, our fourth area of concern addresses the need for parent involvement. We want to develop parent literacy programs and other parental support systems that will empower and enable parents to support student learning and literacy at home. The table below summarizes our four areas of concern based on student needs identified in section III.A.b. Each area of concern is aligned to literacy building blocks as defined in Georgia's Literacy Plan, the 'What' document.

Area of Concern	Research-based Practices Found in Georgia Literacy Plan				Grade	Current Strategies
	Standards	Assess.	RTI - Tiered Instruction	Transitions		
Reading Comp. for SWD	Reads emergent text with purpose and understanding. Reads with accuracy and fluency to support comprehension.	Check-points Common Assess. ITBS CRCT DIBELS	These students have matriculated through the RTI process and are being serviced in Tier 4. Tier 4 Specially designed instruction	2 nd to 3 rd grade Vertical team meetings Parent meetings	K-5	<ul style="list-style-type: none"> · Differentiated Instruction · Extended Learning · Morning Tutorials · Acceleration model · Reading focus day (teaching reading skills all day one day per week)
Phonemic Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	DIBELS	Tier I— Fluency assessed 4 times per year Tier 2— Progress Monitoring used Tier 3—	K-1 st , 1 st -2 nd grade Vertical Team meetings	K-2	<ul style="list-style-type: none"> · Recognize and produce rhyming words · Count, pronounce, blend, and segment syllables in spoken words · Blend and segment onsets and rimes of

	Research-based Practices Found in Georgia Literacy Plan					
Area of Concern	Standards	Assess.	RTI - Tiered Instruction	Transitions	Grade	Current Strategies
			Progress Monitoring data points used in SST process <u>Tier 4</u> — Progress Monitoring continued as dictated by IEP			single-syllable spoken words · Isolate and pronounce the initial, medial vowel, and final sounds, in three-phoneme (consonant-vowel-consonant, or CVC) words · Add or substitute individual sounds in simple, one-syllable words to make new words
Professional Learning in Reading	Teacher grows professionally through job-embedded learning. Teacher enhances content knowledge & pedagogical skills through a variety of research-based & current professional development opportunities.	Step ² Achieve self-assess., observations, evidence and artifacts	N/A	N/A	K-3 rd grade teachers	<ul style="list-style-type: none"> · Strategies that · Work book study · Rigor is NOT a Four Letter Word book study · Identifying Error Patterns · Teaching for Comprehension & Fluency · Interdisciplinary Instruction
Parent Engagement	Gains meaning from orally presented text. Connects life experiences to read-aloud text.	Parent Workshop Evaluations Parent Perception Survey	N/A	N/A	K-5 parents	<ul style="list-style-type: none"> • Quarterly Instructional workshops • Academic Celebration

e. Root Cause Analysis (5 points)

Staff members are given an opportunity to assist in data and root cause analysis. They are engaged in Professional Learning Communities to discuss strategies for under-performing students as well as strategies to accelerate the advanced students. Teachers work to define key indicators of student success in each content area and determine ways to analyze data. Teachers meet in vertical teams to ensure appropriate instruction for a grade or subject. They also review the standards for the next grade level to understand what is expected of students the following year. Staff members are engaged in data talks following each common assessment. Data are disaggregated and analyzed to determine specific areas of weaknesses. Further, we discuss specific groups of students who are not mastering the curriculum standards. We implement strategies to remediate, accelerate and enrich students who need additional levels of support. Student data from state and local assessment results are disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities. Staff are engaged in crucial conversations and asked to use student data to identify a challenge at their grade level, and then discuss barriers that may have hindered progress in student learning.

Underlying Causes of the Areas of Concern

Based on our comprehensive needs assessment, we identified the following underlying root causes for our areas of concern:

1. Need for professional development in behavior management and modification for SWD.
2. Inability of teachers adequately address apparent gaps in current state curriculum and
3. Deficiencies in students' background knowledge based upon amount of exposure to various learning experiences and amount of print.

4. Need for more reading-focused professional development to provide on-going/follow-up professional learning in Differentiated Instruction for teachers to enhance their skills, depth of knowledge and rigor/relevance in teaching literacy comprehension skills.
5. Low levels of parent participation in workshops that are aligned to students' learning and literacy needs. Workshops are offered at convenient times for parents e.g., morning and evening. In the future we will offer more Saturday workshops to increase participation. Following each workshop, parents will complete an evaluation of material offered. At the end of the school year, parents will complete the Parent Perception Survey offered by the district. With these two instruments we hope to gain data regarding an increase in skills capacity among our parents. Year 1 of this grant will serve as baseline data for parent satisfaction. Our goal will be to increase each year by a minimum of 5 percentage points.

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Based on our needs assessment data, Bethune Elementary School has developed the following goals to support our literacy plan: (Note: 2011 CRCT data will serve as the baseline.)

- Increase the percentage of students, including SWD, meeting and exceeding the expectation in reading comprehension for 3rd grade on the CRCT in Literacy Comprehension from 66% to 85% over a five year period of time.
- Increase student fluency (oral reading rate) on the DIBELS assessment for K-2nd grade students based on three benchmarks in the following areas: use context to confirm or self-correct, word recognition/comprehension and re-reading as necessary.

GRADE	% Now	% in 5 years
Kindergarten	5-10	35
First Grade	15-30	65
Second Grade	50-60	95

- Increase the home-school connection by showing an annual 5% point increase in the number of books read together and aloud by parent and child to impact reading comprehension and fluency. Year 1 of the grant will serve as the baseline parental literacy workshops designed to increase knowledge and skills of parents to enable them to further reading comprehension and fluency.

Project Objectives

Our project objectives build on existing initiatives and include new strategies to help us achieve our literacy goals. With grant funding, we will implement the following strategies to better address our areas of concern:

Reading Comprehension Strategies

- Implement an online reading curriculum that differentiates learning so that by the end of each school year students will be able to read and comprehend literature including stories, poetry, and informational.
- Engage students in 3.0 hours of literacy instruction daily (currently students are engaged in 2.5 hours each day).
- Implement a Wednesday Literacy Day to focus on reading and literacy skills all day long during the school year.
- Encourage parents of SWD to enroll their children in the Extended Learning Program so that we can provide additional literacy support.

Phonemic Awareness Strategies

- Implement a Summer Bridge Program for rising K-2 students that will focus on phonics. Teachers will identify students using Pre-K assessment data, as well as DIBELS data.

Professional Learning Strategies

- Implement Georgia Wolf Trap programming through our partnership with the Woodruff Arts Center where teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing.
- Provide additional professional development in integrating technology into the classroom.
- Improve literacy across content areas by providing professional development for teachers on behavior management and modification training.
- Offer a Reading Endorsement program to teachers on our campus

Parental Engagement Strategies

- Launch the Bethune Parent University to offer parent workshops to support literacy instruction (phonemic awareness, phonics, vocabulary, comprehension and fluency).
- Partner with Comcast to offer parents an affordable home internet service (Home Internet Essentials from Comcast) to extend our home-school connection.

b. Scientific, Evidence-Based Literacy Plan (10 points)

The table below summarizes our implementation plan and identifies the faculty and staff members who are responsible.

Literacy Strategy	Activity	Begin Date	End Date	Faculty
Summer Bridge Program For rising K-2 students	Identify qualified students (up to 75)	Year 1 of grant award	May each year over a 5 year grant period	Literacy Team
Wednesday Literacy Day	Modify instructional schedule to focus on literacy all day on Wed.	August each year over 5 year period	May each year over a 5 year grant period	All K-5 certified teachers
Extended Learning for SWD	Identify and work with all K-3 rd grade SWD	September each year over 5 year period	April each year over 5 year grant period	Approximately 3 teachers

Literacy Strategy	Activity	Begin Date	End Date	Faculty
Georgia Wolf Trap	Participate in program activities that support the literacy through the arts	Yearly during grant period	May each year over 5 year grant period	K-2 Teachers
Teacher Reading Endorsement	Participate in and complete reading endorsement training	August – program completion	Each grant year new teachers will be trained as needed	K-2 Teachers
Technology Integration Training	Participate in integrating technology into classroom instruction modules	August, beginning of each grant year	Each grant year new teachers will be trained as needed	K-5 Teachers
Behavior Management & Modification Training	Participate in training modules	Beginning of each grant year	Each grant year new teachers will be trained as needed	K-5 Teachers
Bethune Parent University	Develop training modules that are tailored to meet the needs of our parents based on survey data	Beginning of each grant year	Ongoing	Parent Liaison, Teachers and Parents

Current Instructional Schedule

- Before school tutorials 7:10 a.m. – 7:40 a.m.
- Beginning the instructional day promptly at 7:50 am
- Utilizing the Push-in model for EIP throughout the school day (7:50 a.m. – 2:20 p.m.)
- Extended Day Tutorial (3:00 p.m. – 4:45 p.m. Tues/Thurs)
- Saturday School Enrichment/Tutorial (9:00 a.m. – 12:00 p.m. Saturday 3/2 – 3/30)

Student received a minimum of 2.5 hours of literacy instruction each day in the areas of Reading/Language Arts.

Plan for Tiered Literacy Instruction

Response to Intervention (RTI) is a multistep approach to instructional intervention used to provide support and services to struggling learners. Teachers meet twice each month in Informal Collaboration (IC) meetings to discuss students that exhibit early signs of struggling with grasping and maintain academic material. Teachers meet in these IC Professional Learning Vertical Teams to discuss strategies that have worked, as well as to offer new strategies for the requesting teacher to use. Classroom teachers collect formative and summative assessment data on students' progress and share this information with the PLC vertical team. The team discusses progress made or receives additional strategies from their team members. After twelve weeks of strategy implementation and collecting data on students' performance, teachers then use the data to determine whether the student should be moved to Tier II of the RTI process. Tier II is the Comprehensive Building Team (CBT).

During Tier II, parents are invited in to attend a series of meetings to discuss the student's academic performance and on-going progress or failure to achieve. Parents are provided with strategies to use at home during this phase. Students performing below grade level are given tiered, evidence-based interventions in the general education setting. Students who make expected rates of progress with interventions are considered to be in the appropriate general education setting. If a student does not adequately respond to all three tiers of general education intervention, then we consider a referral to special education. Our RTI model considers failing to respond to well designed and implemented interventions as evidence of an underlying disability. RTI is an early intervention model rather than a "wait to fail" model.

To support our RTI approach, we want to provide quality professional learning in differentiating instruction to give teachers continuous feedback and systemic monitoring of these

best practices throughout the school. We plan to share best practices for teaching and learning adapted from Zemelman, Daniels, and Hyde-*Best Practices for Teaching and Learning in America's Schools*. These practices include student-centered instruction that is based on data and reflects the needs and interest of students. We want to teach reading as a process, which means using strategies that activate prior knowledge and allow student opportunities to make and test predictions. Further, we want to structure help for students during reading and provide after-reading applications.

Existing Resources (Time, Personnel, and Strategies) for Tier I-Tier IV Instruction

Teachers at Bethune have access to and use the following interventions: Informal Collaboration – in Tier II, two or more certified staff review baseline achievement prior to intervention and progress monitoring a student's response to focused intervention. Following Informal Collaboration, students are recommended to the Student Support Team (SST) as needed. Students are also extended the opportunity to take advantage of our early morning tutorial in reading and mathematics and our afterschool Extended Learning Program that is offered each semester. Our literacy team will help ensure that there are no conflicts, in terms of philosophy, time commitments, or allocation of resources, between Striving Reader and any other initiatives. Collectively, we understand the importance of aligning limiting resources to address student needs.

c. Strategies and Materials to Support Literacy Plan (5 points)

Current Resources / Activities

Our literacy plan addresses evidence-based strategies for all students and targeted subgroups of students, on a timely basis. Some strategies that we have already implemented include:

For Students:

- Early Intervention Program (EIP) – Students receive additional instruction in reading and/or mathematics that is determined their previous CRCT score or the BLT assessment given to K-3rd students at the beginning of each school year.
- Extended Day Afterschool Tutorials - Students who need additional instructional time in mathematics and/or reading are given the opportunity to participate in this afterschool learning initiative.
- Saturday School – Saturday instruction is offered during the month of March (4 weeks) for 4th and 5th grade students from 9 a.m. – 12:00 noon.
- Early morning tutorials in mathematics and reading – Students who arrive to school early enough and are identified as needing additional assistance in mathematics and/or reading, participate in early morning instruction from 7:10 a.m. – 7:40 a.m. Students can eat breakfast while they are learning.
- Enterprise Learning Reading– Computer-based reading and assessment program for K-5th grade students that is accessible to all students during the school day.
- Reading Focus Wednesdays – we schedule 2 additional hours to the reading block to provide additional instruction in the area of literary comprehension.
- Guided Reading Groups – Classroom teachers engage students in direct instruction around guided reading in small groups of 3-5 students.
- DEAR – This early morning reading time is devoted to teachers reading chapter books and other sources of literature to students. Teachers model fluency, voice, tone, and diction so that students can hear what good reading sounds like each day. Teachers also model reading strategies such as allowing students to predict what might happen next as she reads the story, discussing the author's point of view, and using context clues.

For Parents:

- Parent-Only Meeting – Before the first day of school, we meet with parents to discuss expectations, relieve concerns, and establish a positive parent relationship.
- Literacy Workshops – Our Parent Liaison, CST and Literacy Coach develop and deliver strategies to help parents support classroom instruction at home.
- Writing Workshops – in January, we deliver a writing workshop for parents to provide activities focused on Ideas and Organization domains of the Georgia State Writing Assessment.
- Family Reading Night - In conjunction with the spring book fair, we discuss with parents the importance of how to build a personal library for their children, and we provide literacy-building activities that they can do at home.
- Parental Data Discussions - Parent Liaison, CST and Literacy Coach inform parents of procedures and requirements to meet or exceed expectations for writing and reading.
- Literacy Support – we distribute literacy packs to students on monthly basis to help improve reading skills and introduce literacy activities in the home; we allow parents to check out books once a week in our lending library.

For Teachers:

- Response to Intervention (RTI) training - our comprehensive approach to the initial diagnosis of children with possible learning disabilities, and/or speech impairment.
- Renzulli Learning Portal – computer-based differentiation portal to help teach to students' learning styles. We use this support within the scheduled technology lab classes to support instruction in the area of literacy comprehension and build background knowledge.

- Monthly Writing Samples – all teachers submit samples to administration with that month's trait rubric attached.
- Mock Writing Assessments – staff review two assessments to determine baseline data and growth for the year prior to the Georgia State Writing Assessment in March.
- Standards-based Classrooms – we are moving towards mastery of Power Standards; teachers re-teach standards utilizing different strategies based on data from Checkpoints, common assessments, as well as weekly / unit assessments.

Proposed Resources

As described earlier, we propose implementing following resources/strategies to support our literacy plan: Summer Bridge Program for rising K-2 students, Georgia Wolf Trap arts literacy for K-2 classrooms, Reading Endorsements for K-2 teachers, professional development, and the Parent University.

d. Project Procedures and Supports (5 points)

Sample Schedule by Grade for Tiered Instruction

To support tiered instruction, we include additional time for common planning and collaboration among teachers. The school schedule is designed to reflect designated times for common content area teacher meetings, grade, or team meetings, and vertical planning meetings. Most learning team meetings are scheduled during common planning periods, and teachers meet during the school day each week. Teachers also meet afterschool in Professional Learning Communities to discuss student data and instructional strategies that work best for the struggling learners. Informal Collaboration meetings are also held afterschool, and are designed for teachers to discuss and provide support strategies to each other for those students who have been

identified as may be in need of additional support to meet current academic goals and expectations.

Students in K-3 rd grades	Personnel	Literacy Strategies
Tier I—Core Curriculum <i>(Common Core Georgia Performance Standards)</i> 2.5 hours of daily instruction	General education teachers & Curriculum Support Teacher	<ol style="list-style-type: none"> 1. Professional Development in use of technology to increase reading achievement. 2. Differentiated instruction for all learners. 3. Use of eReaders, mobile labs and interactive white boards.
Tier II—Strategic Intervention & Informal Collaboration Process <i>(An additional 45 minutes of reading instruction daily.)</i>	Reading EIP teacher, Extended Learning teachers, Curriculum Support Teacher, General education teachers	<ol style="list-style-type: none"> 1. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. <i>Typically, these groups meet between three and five times a week, for 20 to 40 minutes.</i> 2. Weekly Reading Focus Day concentrating on a maximum of two deficient skills identified from data. 3. RIDER strategy—<i>Read a sentence, form a mental Image, Describe how new information differs from previous, Evaluate image to ensure it is comprehensive, Repeat process with subsequent sentences.</i> 4. PARS strategy—<i>Preview material, Ask questions, Read material, Summarize material.</i> 5. Use of eReaders, mobile labs and interactive white boards.

Tier III—Intensive Intervention & Student Support Team	General education & Extended Learning teachers	<ol style="list-style-type: none"> SSCD strategy—<i>Sound clues used, Structure clues used, Context clues used, Dictionary used</i> Reciprocal Questioning Strategy Marking Text strategy
Tier-IV—Comprehensive Building Team (as indicated by IEP)	Exceptional education teachers, instructional Support Teacher, Speech Language Pathologist	<ol style="list-style-type: none"> Professional Development in teaching the Exceptional Learner in the regular education classroom All strategies listed above

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

Professional Learning Conducted within Past Year

Professional Learning Topic	PLU Hours	% of Staff Attending
Strategies that Work, 2 nd Edition	20	100%
7 Keys to Comprehension	20	41%
Value-Added Modules	50	100%
Renzulli Learning Portal	0	100%
Least Restrictive Environment	0	9%
Integrating Technology	0	100%
Interdisciplinary Teaching	0	100%
Differentiating Instruction	50	100%
Job embedded workshops for each trait assessed on GA Writing Assessment	50	100%

On-going Professional Learning

At Bethune, on-going professional learning is critical. To that end, we effectively use Professional Learning Communities (PLC). Every professional in the building engages with colleagues in the on-going exploration of four crucial questions: What do we want each student

to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we respond when a student already knows material?

We have the Literacy PLC where we engage in a book study. Last year, we studied Strategies that Work (2nd edition by Harvey & Goudvis). Our professional learning focuses on our identified critical areas. For example, our Writing Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing: genre-specific planning and 6-Traits Scoring and Observation.

Professional Learning Needs

Principal Rhodes administered a Teacher Professional Learning Survey in early August, 2011 for all certified teachers. Survey data revealed that teachers felt that they need professional learning in the following areas:

Professional Learning Survey Topics	Most Preferred
Differentiation Strategies	88%
Flexible Grouping	70%
Setting Up/Managing Centers	72%
Classroom Management	48%
Data Analysis for Guiding Instruction	79%
Motivation and Student Engagement	66%
Assessment and Grading Practices	65.2%
Thinking Maps	79.2%
Strategies for Interdisciplinary Teaching	77%

Teacher professional learning survey data also indicated that teachers prefer to have professional development sessions during the school day on the pre-scheduled faculty meeting day. Teachers did not feel that offering professional learning afterschool was effective for them because they have maximized their energy working with the students all day. Additionally, teachers indicated that their preferred professional learning delivery model: 82% prefer to

collaborate with other professionals in small groups, 92% prefer workshops with hands-on activities. The least preferred methods of professional learning delivery were: 28% favored book studies, and 51% favored on-line professional development courses.

Through the district's partnership with the Woodruff Arts Center, we will offer the Georgia Wolf Trap program to teachers K-3rd grade. The Georgia Wolf Trap is an affiliation of the National Wolf Trap Institute for Early Learning through the Arts Institute. The institute places professional performing artists in classroom residencies working with children 3-8 years old, along with their teachers and parents through the disciplines of drama, music and movement. The mission of this program is to teach children basic academic and life skills through active participation in performing arts activities led by professional performing artists and to provide professional development to teachers through practical application of these techniques. The Georgia Wolf Trap Institute for Early Learning will provide professional learning for our teachers to introduce strategies specifically designed to our school's literacy needs.

f. Assessment / Data Analysis Plan (5 points)

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Checkpoints	Benchmark assessment to inform instruction	Grade levels standards with emphasis on power standards	August, December January, March
Common Assessments	Progress monitoring	Standards that grade level teachers are currently teaching per the county scope and sequence	Every three weeks. (Monthly)
CoGAT	Determines eligibility for Talented and Gifted Program	Reading, math, critical thinking	Twice each year
Common Summative Assessments	Progress monitoring	All skills in all content areas.	Monthly

Assessment	Purpose	Skills	Frequency
CRCT Diagnostic	Comprehensive review of all skills from CRCT content descriptors for AYP grades	Standards closely aligned to what is expected on the state CRCT	February
End of Unit Assessments	Summative assessments	Standard that were taught during current unit	Every 6-8 weeks
GKIDS (Kindergarten)	Progress monitoring	Reading, Mathematics, Speaking, Listening	Three times a year
Iowa Test of Basic Skills (ITBS)	Normed-referenced test to compare our students nationally	Reading, math, science, social studies, language	September
Mock Georgia Writing Assessment	Determines areas of strengths and weakness in writing	Writing: ideas, conventions, word choice	October & January
DIBELS	Assesses fluency	Reading fluency	4 times each year
State Writing Assessments (grades 3 and 5)	Assesses student writing competency	Writing: ideas, conventions, word choice	March
Torrance Test of Creativity	Determines eligibility for Talented and Gifted Program	Reading, math, critical thinking	Twice each year
Work Sample System (Pre-K) – Assessment Portfolio	Progress monitoring	Pre-literacy and mathematics skills and concepts	On-going throughout the year

Teachers are involved in the decisions regarding the use of academic assessments to improve our instructional programs in a variety of forums. Teachers participate in bi-weekly data talks. Individual teachers are responsible for facilitating the data talk, disseminating data information and reporting back to the administrative team. During Data Talks with the administrative team, teachers are engaged in item analysis from Checkpoints and/or common assessment data. The teachers determine their enrichment and/or remediation groups. Action plans are developed for the students who continuously lag behind in mastering standards. These students are then referred to Tier II, Informal Collaboration for additional assistance and support from teachers at each respective grade level. Teachers work collaboratively to create performance tasks and

assessment criteria based on the elements of each standard. Once teachers have come to consensus on what students should know, understand and be able to do, they collaboratively design common assessments to gauge student progress throughout a unit of study (formative assessments) and to measure student achievement at the end of the unit of study (summative assessment). Once assessments are administered, teachers come together to analyze the results and modify instruction. Teachers understand the different types and purposes of assessment and evaluation and use this knowledge to determine the most effective assessments to measure student progress. Further, teachers implement protocols from Critical Friends Group, a national professional learning community in order to conduct productive meetings where the focus is on finding solutions to academic challenges that students face, as well as those instructional challenges for teachers.

We are currently utilizing DIBELS assessments to assess reading fluency for our K-3rd grade students. We currently have a team of trained school support personnel who test all of our K-3rd grade students every 8-12 weeks. We plan to continue using this assessment model and provide additional training for our testing team as well as for our classroom teachers on how to administer and use DIBELS data to support literacy instruction.

How Assessment Data is Shared with Parents

Teachers are required to contact parents during the first two weeks of the school year to inform the parent of any significant areas of academic weakness that are determined from the pre-assessments given at each grade level. Parents receive bi-weekly progress reports indicating areas of strengths and/or weaknesses. Parents are contacted in the second month of the school year to schedule a parent-teacher conference. Each semester, Bethune ES hosts a Data Dinner prior to a PTA meeting. All state and local assessments are discussed and data analysis reports

explained. The Curriculum Support Teacher and the Data Support Specialist lead parents through trend data and explain the instructional implications for each content area. Our initial Data Talk with parents took place September 17th, during the State of the School Address and during the Annual Title I Meeting. Further, the Data Support Specialist conducts data workshops for parents show current data and how it is utilized in planning instruction.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science

Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) in a pre-test/post-test format each semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this initiative a district priority. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have allowed district and school leaders to plan with the end in mind. That is, the district and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans. FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The

local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide, federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum,

proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates, revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from

the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant progress and results and will allocate the necessary resources to ensure fidelity of implementation. Dr. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational

Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements. Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart

designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for coordinating all professional learning for teachers participating in the Alliance Theatre’s literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader’s Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district’s Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools’ literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarín HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent

Site/District	Individual Responsible	Supervisor
Site-Level Coordinators - <i>Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

Fulton County Schools’ Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms’ early learning centers will become demonstration sites for how to systemically align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district’s experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become

embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the

appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. The success of UWMA's programs can be measured by the quality of the classroom environment, child outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide

opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 Fulton County voters extended a one-penny sales tax to upgrade technology in classrooms and build new schools. The SPLOST (Special Purpose Local Option Sales Tax) education tax is expected to raise \$912 million for Fulton County school improvements over its five-year lifetime. The SPLOST proposal calls for technology enhancements, particularly in the areas of wireless, mobile learning devices for student use, updated video and audio recording tools, improved and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010*; *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006*; *Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) has been the instructional focus of the English/Language Arts Department. Because the systemic approach to literacy was fragmented with varieties of writing and reading programs, we have adopted the workshop approach for K-12 Language Arts classes.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. The students perform poorly on comprehension, vocabulary, and fluency elements in reading. While certification satisfies minimum requirements to teach the course, the students often continue to receive instruction in traditional pedagogy that did not work the first several times. The younger students come to school with limited schema of reading readiness, such as reading left to right and top to bottom, and their connections may never reach text to self or text to text connections.

These poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels assigned to each grade level. Unfortunately, very little choice is afforded the non-reader. Teachers are advised to teach one novel per semester: the first semester novel study is teacher directed; the second semester novel study is student driven through literature circles or other cooperative forms. The intent is to gradually release the responsibility of instruction from the teacher to the student.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

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United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D." in a cursive script.

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive ♥ Atlanta, GA 30313 ♥ 404-523-2767 ♥ FAX 404-523-9952

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Accredited by the
National Association for the
Education of Young Children
and supported by Head Start,
United Way, the Georgia Department
of Early Care and Learning,
and center communities.

December 8, 2011

Dr. Robert Avossa
Superintendent – Fulton County Schools
786 Cleveland Ave., SW
Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Cliftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Bethune Elementary School's Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Fulton County Schools: Bethune Elementary School's Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NII	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarín Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Bethune Elementary School's Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Cliftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Bethune Elementary School's Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

Fulton County Schools: Bethune Elementary School's Approach to Literacy

	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD(not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarín HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK(not minimum size)- 79.2 ED(not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE(not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD(not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
15.		The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
19.		The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
20.		The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
21.		The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

24.		The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).
25.		The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
28.		In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21 st CCLC grant.
29.		All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend

two-day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding also includes benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.

B. School Budget Narrative

Software

Bethune Elementary School requests funding for software used to support students in reading and literacy through computerized assisted learning, including differentiation for individual students. The software will be implemented schoolwide, and the costs assume the purchase of site licenses for Grades K-5 on Bethune's existing computers. These resources will support teachers in engaging learners and differentiating instruction, and necessitate professional development (see "Professional Development" below), to ensure that teachers have the skills to utilize these tools effectively.

All hardware and software purchased will comply with Fulton County Schools policies, procedures and guidelines. Software purchased that is considered non-standard to FCS must either be purchased with manufacturer warranty agreements that cover repair and maintenance, or the items budgeted must include funding for a consultant who will provide maintenance and support.

Professional Development

We request funding for professional development for 18 classroom teachers over 5 days per year for the first two years, and three professional days for the last three years, to learn skills in utilizing the software. This professional learning is critical for teachers to learn how to incorporate software into everyday use. This professional development will ensure that software supports instruction, and does not become burdensome on teachers.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama

strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, demonstrating drama-based strategies that teach and reinforce literacy skills in listening, speaking and reading; this will ensure a job-embedded professional development approach. Each 35 to 45-minute session (depending on grade level) includes a ten-minute writing and/or drawing reflection task. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation, and assessment.

Subcontractors/Consultants

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, as three or four children's books are provided to teachers per targeted classroom.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom.

Substitutes

We also request funding for substitutes to be budgeted per day for each targeted teacher to attend professional development. These costs include benefits calculated at 10%.

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LEA Narrative

Fulton County Schools (FCS) is the fourth largest school district in Georgia. During the 2011-12 school year, more than 93,000 students are attending classes in 58 elementary schools, 19 middle schools, 16 high schools and 7 charter schools. The racial composition of FCS students is 42% Black, 34% White, 12% Hispanic, 9% Asian, and 3% Multi-Racial. Forty-four percent of FCS students receive free and/or reduced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-meals while many schools in the southern part of the district have over 95% of their students eligible. Ten percent of FCS students are classified as students with disabilities (SWD) and 7% are classified as English Learners (EL). Overall, FCS is a high-achieving district; however, there are subgroups of FCS students who do not perform on level with their peers and schools that need additional strategies and supports to move their struggling students.

Current Literacy Priorities: Fulton County Schools follows the Georgia Performance Standards (GPS) to guide literacy instruction but will transition to Common Core Georgia Performance Standards in the 2012-2013 school year. The implementation of the GPS allowed the integration of reading and writing instruction—a paradigm shift for the schools. Common Core Standards will infuse even more rigor, complex texts, informational reading, and challenge for our teachers and students. Budget constraints prevented the adoption of new materials when GPS were implemented, but plans are underway to adopt a new set of Reading and English/Language Arts (ELA) materials for the school year 2012-2013. FCS solicited extensive input from teachers, parents, students and administrators via surveys, feedback from a district oversight team, and a pilot of two vendor finalists this school year. This process served not only the materials adoption but also established a basis on which to build our district's literacy plan.

See Appendix A for a comprehensive literacy needs assessment and Appendix B for the district's literacy plan.

Management Structure: Dr. Robert Avossa became Superintendent of the Fulton County Schools in June 2011. As Superintendent, he is responsible for the leadership, administration and management of 100 schools, 13,500 employees, and an \$819.5 million general fund budget. His cabinet members lead the following functional areas: instruction, operations, finance, human resources, organizational advancement and communications.

Past Instructional Initiatives: Prior to the adoption of GPS, the learning objectives for the State of Georgia were known as Quality Core Curriculum. With those objectives, much of the literacy approach rested on the teaching of reading with some writing. Materials often produced whole-class instruction with little consideration for the individual needs of the students.

Literacy Curriculum: Teachers have access to model lesson plans written by district master teachers and the English/Language Arts Department staff. The model units demonstrate a balanced approach to the teaching of standards. Instructional plans outline the standards addressed in each of the four nine weeks' units. Additionally, resources, strategies, and balanced assessments accompany each unit of study. A comprehensive scope and sequence outlines the standards and elements for each semester of the school year.

Literacy Assessments: FCS uses benchmark assessments called Checkpoints. The English/Language Arts Department produces four benchmark assessments per year in grades two through eleven which assess reading, language arts, and writing. Checkpoints assessments use a pre and post-test formula and are aligned to the Criterion-Referenced Competency Test (CRCT), Georgia's summative assessment that is administered in the spring. FCS schools administer a writing assessment every nine weeks that focuses on the studied genre. Schools create common

assessments and assess formatively; therefore, a balanced assessment approach continues to be the assessment model for the district.

Need for a Striving Reader Project: On average, students in Fulton County Schools perform better than students across the state; for example, while Georgia's graduation rate over the past three years has moved from 79% to 81%, FCS' rate has consistently been higher and increased from 84% to 86%. In 2011, a larger percentage of FCS students met or exceeded CRCT standards than students across the state—in every grade and every tested subject. Yet, these district averages mask the rather striking achievement gaps within the district. Graduation rates across high schools ranged from 52% to 98% in 2011. The percentage of students meeting standards on the 3rd grade CRCT Reading test ranged from a low of 74% to as high as 100% at many schools. As with so many schools and districts across the country, the high poverty schools in FCS tend to fall at the lower end of the performance spectrum. Schools with large groups of students with disabilities or English learners struggle to meet achievement standards, as well. A recent survey of FCS administrators, teachers and parents highlights concerns with our district's literacy efforts and Reading and ELA curriculum and instruction. More than 53% of administrators responding do not believe the current Reading and ELA materials provided by the district address the needs of all components of literacy and six out of ten believe that technology related to Reading and ELA is not used effectively to maximize student learning. More than 54% of parents do not believe their school offers adequate opportunities for parents to learn strategies to support their child's learning in the home. Clearly, the data point to a need for additional materials, professional development, parent outreach and supports to ensure quality literacy instruction in our schools. The Striving Reader grant will help FCS address these challenges.

Striving Reader Grant Partners: FCS needs strong partners to create the necessary building blocks for literacy reform. The district is partnering with United Way of Metropolitan Atlanta and Sheltering Arms to address the needs of children from birth through pre-kindergarten (Pre-K) and is partnering with the Woodruff Arts Center to provide teachers with innovative, engaging approaches to teach literacy to students. **United Way of Metropolitan Atlanta (UWMA)** has created and implemented innovative programs and outreach initiatives to improve the quality of early care and education for all children ages birth to five in Atlanta, Georgia. Smart Start, the early childhood division of UWMA, is nationally recognized for pioneering efforts as an Early Reading First grantee. The district's partnership with UWMA will leverage their success with Early Reading First to build capacity through professional development for teachers and assistants of targeted children from birth through five years old. See Appendix C for a letter of support from UWMA. **Sheltering Arms** is Georgia's oldest nonprofit early childhood education program, and one of its most respected. Its mission is to serve working families with high quality, affordable child care and education and comprehensive support services. Founded by Atlanta volunteers in 1888, Sheltering Arms now annually serves more than 3,600 children, ages six weeks to five years old, and their families in 16 centers. Sheltering Arms is a tax-exempt 501(c)3 organization and has been nationally recognized for the success of its school readiness program. FCS is excited to partner with Sheltering Arms to improve transitions from early learning to kindergarten classrooms in South Fulton County. See Appendix D for a letter of support from Sheltering Arms. FCS has been a long-time partner with the **Woodruff Arts Center**, the largest provider of Pre-K through 12th grade arts education in America. The Woodruff Arts Center recognizes the power and potential of engaging young people in the arts. Empowering teachers with arts learning strategies helps provide students with

the skills, knowledge, and creativity required for success in their education. A Striving Reader grant will strengthen the district's partnership with the Woodruff Arts Center and will provide teachers with effective literacy strategies. See Appendix E for Woodruff's letter of support.

I. Eligibility of Schools and Centers

A. Form A

a. Students in grades 3, 5, 8 not meeting standards, based on current CRCT data

The tables below provide a number of metrics relevant to the Striving Reader grant. For FCS Pre-K classrooms, we analyzed data from the Georgia Pre-K Work Sampling System (WSS), which assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of education domains and as manifested on multiple occasions.

FCS Pre-K Student Achievement

Targeted Elem Schools	Language & Literacy	Mathematical Thinking	Scientific Thinking	Social Studies	Personal/Social Dev't	Physical Dev't & Health	The Arts
Bethune	56%	48%	69%	53%	60%	77%	62%
Campbell	90%	89%	88%	91%	87%	92%	89%
Love Nolan	70%	67%	64%	68%	74%	94%	80%
Oakley	44%	66%	67%	41%	32%	69%	68%
Palmetto	54%	59%	60%	53%	50%	89%	83%
E.C. West	68%	77%	77%	74%	78%	86%	79%
<i>District Totals</i>	<i>80%</i>	<i>80%</i>	<i>86%</i>	<i>82%</i>	<i>82%</i>	<i>93%</i>	<i>87%</i>

Source: FCS Administrative Records 2010-2011, % of Students with "Proficient" Ratings by Domain via WSS

For each school level, we analyzed key demographic subgroup data. Targeted schools for the Striving Reader grant have much larger populations of economically disadvantaged students and most have larger populations of students with disabilities and/or English learners than the district. The mobility rate, a district indicator to measure student transiency, at each targeted

school is equal to or higher than the district average. In addition, CRCT Reading data clearly exhibit a need for increased literacy supports. Schools included in this grant have higher percentages of students not meeting standards on the 3rd, 5th and 8th grade CRCT Reading tests and much lower graduation rates than the district as a whole. Tables representing school level data for all 100 schools within the district are included in Appendix F.

Data Summary for Targeted Elementary Schools

Targeted Elementary Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
E. C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
<i>District ES</i>	<i>49%</i>	<i>11%*</i>	<i>10%</i>	<i>36%</i>	<i>NA</i>	<i>518</i>	<i>8%</i>	<i>492</i>	<i>7%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted Middle School

Targeted Middle School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Bear Creek	86%	11%	3%	45%	No – NII	16	5%
<i>District Middle Schools</i>	<i>45%</i>	<i>11%*</i>	<i>4%</i>	<i>34%</i>	<i>NA</i>	<i>173</i>	<i>3%</i>

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Data Summary for Targeted High Schools

Targeted High Schools	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Creekside	72%	9%	2%	51%	No – NI4	69%
McClarín	94%	3%	0%	121%	No – NI2	52%
<i>District High Schools</i>	35%	11%*	3%	34%	NA	86%

*Represents entire district, not just that particular school level. Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

FCS also reviewed student scores on the Iowa Tests of Basic Skills (ITBS)—a nationally norm referenced test that our district’s 3rd, 5th and 8th graders take annually. This past year, the district’s average percentile rank for 3rd grade Reading on the ITBS was a 60. Yet, the averages of the targeted schools ranged from a low of 31 to a high of 41—well below the district average. The same can be said of 5th grade Reading scores with targeted schools ranging from the 23rd percentile to the 42nd percentile while the district average was the 59th percentile. Finally, 8th graders in Bear Creek Middle School scored at the 31st percentile compared to the district average of the 57th percentile. With a national mean percentile rank of 50, it is obvious that the schools selected need additional supports to improve their students’ performance to compete with students across the country, as well as within our district. See Appendix G for a report on FCS’ ITBS 2010 results.

b. Needs Improvement Status in Reading / Language Arts under Title I, Part A

Appendix H includes a table reflecting the percentage of students in Title I targeted elementary, middle, and high schools that met/exceeded expectations on the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHS GT) based on the state’s Annual Measurable Objectives (AMO). Based on the data, it reveals that the general student population continues to make gains in Reading and English/Language Arts and

appears to be on track to meet the annual measurable objectives in 2012 based on the present percentages. A major concern, however, is the student performance at the high school level. Intensive instruction will be necessary to ensure that all high school students are capable of meeting performance objectives.

c. Percentage of Children Counted for Allocations under Title I, Part A

Striving Reader Targeted School	Number of Students	%
Bear Creek MS	1073	100
Bethune ES	758	100
Campbell ES	803	100
Creekside HS <i>(no longer an eligible Title I school)</i>	n/a	n/a
Evoline C. West ES	726	100
Love T. Nolan ES	756	100
McClarín HS	107	31
Oakley ES	727	100
Palmetto ES	535	100

Source: Student Achievement Management System and Individual Schools

d. Rationale for SRCL Grant Selection

The FCS Striving Reader core grant committee is comprised of administrators representing the following departments: Curriculum, Assessment and Accountability, Title I, Exceptional Children, and Instructional Technology. Based on extensive discussion and review of multiple sources of data, committee members agreed on the following criteria for selecting schools to participate in the Striving Reader project: Reading and English/Language Arts assessment data demonstrating performance gaps, Title I classification, schools on the district’s intensive list (a framework designed to identify and support high-need schools), feeder patterns, concentration of students with disabilities, concentration of English learners, capacity to implement grant-funded activities, and a waiting list for Georgia Pre-K slots. Based on the selection criteria, the committee recommended and the cabinet approved targeting 4 early learning centers and 9 schools arranged in a feeder pattern in South Fulton County. Sheltering Arms runs 4 early

learning centers in South Fulton: East Point Center, Oakley Township Center, Stonewall Tell Center, and Welcome All Center. These centers feed 7 elementary schools: Bethune, Campbell, E.C. West, Love T. Nolan, Oakley, and Palmetto. These elementary schools feed Bear Creek Middle School, which feeds Creekside High School. McClarin High School is also included in the grant as an alternative school with an open campus and a day care center to support teen parents. Most of the elementary schools (all but Campbell) have struggled but managed to make AYP last year; however, Creekside, McClarin and Bear Creek have not made AYP in recent years. Creekside's graduation rate of 69% and McClarin's graduation rate of 52% are significantly below the district's graduation rate of 86% and reflect the socio-demographic challenges faced by students in South Fulton County. These statistics underscore the difficulties with transitions and vertical teaming. The data provide an important example of how poor literacy skills may be flagged through reading assessments during the early years but are masked in the content areas in middle and high school. Students may show early indicators of difficulty yet manage to get by in elementary school, but by the time they reach middle and high school, students experience the compounded interest of poor literacy skills and are no longer able to achieve minimum standards, much less reach higher goals of achievement. As can be seen from the tables in section I.A.a. above, all the elementary, middle and high schools targeted have demonstrable need for additional literacy supports to improve academic performance and to ensure students are graduating ready for college and careers. See Appendix I for a map of all 13 early learning centers and schools targeted for the district's Striving Reader grant.

II. Assurances: Compliance with FERPA, GPRA, GADOE Project Design

See Appendix J for Project Assurances.

III. Project Design

Sheltering Arms is a nonprofit corporation that provides early care, education, and comprehensive family support services through 16 Early Education and Family Centers with a total program capacity of 2,346 children and their families. In order to be user friendly for working parents, our centers are open 6:30 a.m. to 6:30 p.m., Monday through Friday, year round. Sheltering Arms is proud to partner with Fulton County Schools (FCS) to support 20 Pre-kindergarten (Pre-K) classrooms in four of our Early Education and Family Centers in South Fulton County. Many of our students who attend these centers will matriculate to kindergarten classes in targeted FCS Striving Reader elementary schools.

Mission, Services, Community

Founded in 1888, Sheltering Arms' mission is to nurture and educate children, strengthen families, and build communities by providing:

- High quality early care and education that prepares young children to succeed in school and that is accessible to all, regardless of family income;
- Comprehensive support services for families that promote healthy self-reliance;
- Professional development based on core competencies for early education and family services practitioners that improves the effectiveness of service delivery; and
- Community partnerships and collaborations that create a more synergistic and seamless system of supports for children and families.

A. Need

School History

Striving Reader will be implemented in four Sheltering Arms Early Education and Family Centers in south Fulton County. These centers were established in 2004 in collaboration with

Fulton County Schools, local communities, the philanthropic sector, and Head Start, when a \$15 million capital campaign enabled Sheltering Arms to build the four state-of-the-art South Fulton Early Education and Family Centers: East Point Center, Stonewall Tell Center, Oakley Township Center, Welcome All Center. The capacity at each center is 243 children, ages six weeks to five years, and their families. Our Pre-K classes have 22 students per classroom. Each of the centers has five Pre-K classrooms and a total of 110 students.

Teacher:Child Ratios		Configuration
Infants	1:4	2 infant classrooms
One-year-olds	1:4	2 one-year-old classrooms
Two-year-olds	1:6	2 two-year-old classrooms
Three-year-olds	1:9	5 three-year-old classrooms
Pre-K	1:11	5 Pre-K classrooms
Total		16 classrooms

South Fulton County has historically been home to predominantly poor, African American families. Although this area is not technically part of the inner city, it looks and functions like the traditional inner city community. It is what the Annie E. Casey Foundation calls an isolated, disinvested neighborhood in a major metropolitan area. The Foundation concludes that the extent of disparity between the “life starts” of some inner city children and the rest of our children amounts to an assault on our national confidence in the principle of equal opportunity. According to The Brookings Institution’s *Moving Beyond Sprawl: The Challenge for Metropolitan Atlanta*, high concentrations of single-mother households with children under 18 and families with very low median incomes are found in the southern neighborhoods of the City of Atlanta in south Fulton County. According to Census data, Fulton is one of two metropolitan Atlanta counties that are home to 37 percent of the region’s population, but 66 percent of the region’s poor people.

All Sheltering Arms centers are licensed by Bright from the Start: Georgia Department of Early Care and Learning and are accredited by the National Association for the Education of Young Children (NAEYC). In addition, Sheltering Arms is one of only 25 programs in the nation to have earned the Program of Excellence Award, Head Start's highest honor for quality.

Administrative and Teacher Leadership Team

The Center Management Teams at the each of the four Sheltering Arms centers consist of:

- Program Director – mid-management position, liaison between Center Management Team and Executive Leadership Team at headquarters; requires a Master's degree;
- Center Director - responsible for the direction and supervision of all center staff in accordance with established policies, guidelines, and curriculum and the operation of a quality program; requires a minimum of a Bachelor's degree; Master's preferred;
- Child and Family Specialist - assures that requirements are met in the areas of prevention and early intervention, disabilities, individualization, parent involvement, family support, eligibility, recruitment, selection, enrollment, attendance, and community partnerships; acts as a liaison between the teaching staff, and the center management team; requires a minimum of a Bachelor's degree;
- Family Support Coordinators (3) - informs, involves and inspires mothers and fathers in a way that supports their child in entering school ready to learn; helps them to nurture and financially provide for their children; links them to community resources and supports their personal goals;
- Curriculum Specialist – ensures quality education standards; acts as a role model in regard to teaching techniques, discipline and professional growth and development; acts as a liaison

between teaching staff and center management; requires a minimum of a Bachelor's degree; Master's preferred.

Instructional Initiatives

This year Sheltering Arms has begun using The Creative Curriculum, which balances teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. This curriculum applies the latest theory and research on best practices in teaching and learning and the content standards developed by states and professional organizations. It clearly defines the teacher's vital role in connecting content, teaching, and learning for preschool children. It features goals and objectives linked directly to its valid and reliable assessment instrument, Teaching Strategies GOLD. The Creative Curriculum is a comprehensive curriculum with a clear organizational structure and a particular focus on interest areas. Child development theory and scientific research are the foundation of The Creative Curriculum: Abraham Maslow – Basic needs and learning; Erik Erikson – The emotions and learning; Jean Piaget – Logical thinking and reasoning; Lev Vygotsky – Social interaction and learning; Howard Gardner – Multiple intelligences; and Sara Smilansky – Play and learning. The Creative Curriculum draws on other research that demonstrates that language is the foundation for ongoing literacy support (Strickland & Shanahan, 2004) and involves learning about the structure and sequence of speech sounds, vocabulary, grammar, and the rules for engaging in appropriate and effective conversation (Berk, 2003). It also helps educators support the literacy and language development of children from low-income families. Taken as a whole, The Creative Curriculum's literacy-related resources empower teachers and parents with the latest research-based strategies so that language and literacy learning is integrated into everyday interactions with children while intentionally teaching critical literacy skills. These

resources tap into the importance of how to properly implement materials, from the teaching guides to special cards that discuss books and teach vital literacy and language concepts.

Need for a Striving Reader Project

A Striving Reader grant award will enable Sheltering Arms to extend the hours of Pre-K classrooms during the school year and offer Pre-K classes during the summer to better support our students as they transition to kindergarten. Also, the grant will provide our teachers critical professional development and will enable us to update technology in our classrooms.

a. School Literacy Team (5 points)

Literacy Team Structure

Our literacy team will be formed to guide the Striving Reader project and will include members of the Sheltering Arms Center Management Teams as well as community stakeholders, including representatives from Fulton County Schools, United Way, and the Georgia Department of Early Care and Learning. Montreal Bell, Coordinator of Early Childhood Services, will represent Fulton County Schools on our literacy team. We have a longstanding working relationship with United Way of Metropolitan Atlanta's Early Learning Department. Kartrina Mitchell, Senior Director of Education, and Sakinah Harris, Director of Early Reading First, will both represent United Way. The Georgia Department of Early Care and Learning (Bright from the Start) has been supportive of this application, providing guidance and data, and since Sheltering Arms operates a large, high quality Pre-K Program, we have an excellent relationship with the Department's staff. Deanna Echols Hibbard, Pre-K Consultant and Assessment Coordinator, will represent Bright from the Start. We anticipate that the literacy teams will meet at least quarterly. The Sheltering Arms Georgia Training Institute has an Advisory Council whose members have considerable academic and research expertise and who stand ready to

provide guidance to the Striving Reader project as well. The literacy team will include teaching staff through the Child and Family Specialists, the Curriculum Specialists, and the Instructional Lead Teachers, who work closely with teaching staff. In addition, the Curriculum Specialists and the Instructional Lead Teachers have just become certified Mentor Coaches, and this training will be invaluable in ensuring inclusiveness. See Appendix K for letters of support from our Pre-K faculty at each of the four centers included in the grant.

b. Needs Assessment (Analysis and Identification of Student and Teacher Data 5 points)

Student Data

Center	% Free & Reduced Lunch	% AA	% Hispanic	% Asian	% White	% Multi-Racial	% Spec. Needs
East Point	86%	94%	2%	1%	1%	1%	8%
Oakley Township	72%	96%	1%	1%	1%	1%	9%
Welcome All	71%	96%	1%	1%	1%	1%	4%
Stonewall Tell	85%	87%	12%	0	1%	0	9%

Based on our needs assessment process, multiple factors indicate a pressing need for a Striving Reader project at Sheltering Arms:

- The high number of children from low- and moderate- income homes and from single parent homes (57%), important indicators of children needing focused instruction on language and literacy. The Georgia Department of Early Care and Learning’s annual Report Cards on early learning centers note that the following percentages of Sheltering Arms children fall into their “at risk” category: Oakley Township Center – 82%, Stonewall Tell Center – 65%, Welcome All Center – 67%, and East Point Center – 71%. Research shows that poverty

issues affect development, and that children from low-income families face the most difficulty learning to read in the primary grades.

- Based on 2009-2010 data from the Department of Early Care and Learning Work Sampling System, the latest year for which data are available, 46.5% of Sheltering Arms children were 'in process' and 52.2% were 'proficient' in language and literacy outcomes. The average proficient score for all Fulton County Schools' Pre-K students in language and literacy was 80%.

Teacher Professional Learning Needs

The Georgia Training Institute gathers ongoing data through surveys concerning Sheltering Arms staff professional development needs. Based on findings, our teachers need professional development to help them better understand how to work with teachable moments, ensure that children are involved with language as part of their everyday experience, be less directive, and ask the kinds of questions that stimulate critical thinking and encourage more conversation and observation on the part of children.

Sheltering Arms continues to remain ahead of the staff development requirements as set forth in the Sections 644(a) and 653 of the Head Start Act as well as those required by the Georgia Department of Early Care and Learning and NAEYC: 31 % of teachers have a Child Development Associate Credential CDA, 46% have an Associate degree or technical school diploma, and 23% have a Bachelor of Arts, Bachelor of Science or higher degree. Approximately 40% of teachers are enrolled in postsecondary school in order to advance their education credentials. A detailed list of teacher participation in professional learning communities and other professional development is included in section III.B.e.

Teacher Retention Data

School Year	Percentage of Teachers Retained
2009-10	85.8%
2008-09	91.6%

It is noteworthy that the average national rate of early learning teacher retention is 68%.

Sheltering Arms has obtained a \$2 million grant from The Goizueta Foundation to address teacher retention issues, and the Board is currently raising \$1 million for the same purpose.

Curriculum Needs

Sheltering Arms' use of The Creative Curriculum will be the foundation of our Striving Reader project. However, in order to increase the effectiveness of language and literacy instruction in our Pre-K program, we propose extending the program from a nine-month, 6 ½ hour day program to a 12-month, 12 hour day program. A foundation grant has enabled this extension at another Sheltering Arms center, and instead of losing over 55% of Pre-K students during the summer between Pre-K and transition into kindergarten, the center was able to keep 98% of students throughout the summer. The South Fulton centers currently lose 45% of their Pre-K children during the summer, and the Family Support Coordinators report that all of these children leave due to the families' inability to pay summer fees. Approximately 35% of Pre-K children leave at the end of the 6 ½ hour day for the same reason. Ensuring that the Pre-K children stay for a longer day and throughout the summer will ensure sufficient time and opportunities to improve language and literacy instruction.

Technology Needs

The Creative Curriculum has numerous language and literacy objectives that involve the educational use of computers and software by children. The computer systems currently in place are clone-based PC's that are more than four years old and often out of service. We are therefore

requesting that the Striving Reader project contribute a prorated share of replacement costs for the Pre-K classroom computers.

Family Engagement Needs

Our students begin school with less prior knowledge, verbal abilities, phonological sensitivity, familiarity with the basic purposes and mechanisms of reading, and letter knowledge than students from more affluent families (National Early Literacy Panel, 2008; Snow, Burns, & Griffin, 1998). Our less affluent students have not been exposed to as many reading hours as children from middle-class families and have smaller vocabularies by first grade. The findings show that a child from a low-income family has been exposed to about 25 hours of one-to-one reading while the average child from a middle-class family has logged more than 1,000 hours (Berk, 2006; Neuman 2003). The size of their vocabulary also is one-fourth the size of their middle-class peers (Berk, 2006). For these children in particular, the importance of incorporating purposeful and intentional language and literacy experiences into each preschool day cannot be underestimated and is an essential task for any high-quality early childhood program.

c. Needs Assessment Process (5 points)

The Center Management Team members are constantly reviewing data to address student needs, primarily Work Sampling System data. Teachers rate student progress every 4-6 weeks to determine their level of proficiency in each domain. Review of Work Sampling data revealed few student artifacts (work samples, notes, photos and matrices) in several areas of language and literacy. Additionally, the absence of quality artifacts in mathematics, science and social studies have shown the struggle that teachers have in developing quality learning activities in language and literacy.

Additional evidence of need is found in the teachers' lesson plans. Each week, teachers are expected to use assessment data to plan quality whole group language and literacy activities, small group learning activities based on the content standards and students' needs, and rotate center materials to address different developmental levels of the children and meet their needs as they progress throughout the year. Review of teachers' lesson plans revealed the need to provide additional professional learning in the area of language and literacy instruction. Implementing the literacy plan proposed in this grant will provide a multitude of quality language and literacy experiences for our Pre-K children.

d. Areas of Concern (5 points)

Based on the needs assessment, we have identified three areas of concern. All three are impacted by the Language and Literacy Development learning standards for Georgia Pre-K students as described in the 'What' document.

- Lack of high-quality, extended-day and summer Pre-K programming: there are no affordable after-school and summer options for our students. The extended-day program is complementary to the core program and provides a seamless and consistent experience for the children. It is offered before the core day program begins, continues at the end of the day, and is delivered by teams of qualified early childhood educators. The same teaching teams work together. The extended-day program offers an approach to pedagogy and planning that is consistent with the approach taken in the core day program and makes use of shared resources and shared common spaces to create a seamless system of care and education for children and families. During the summer, low income students generally lose about 2 months of reading achievement. In a 2006 study conducted by Kenneth B. Robin, Ellen C. Frede, & W. Steven Barnett, data suggest that children who attended an extended-

day, extended-year preschool program experienced greater improvement in test scores compared to peers who attended half-day programs. Because of limited budgets, we have not been able to address extending Pre-K classroom time; we need to stem the learning loss.

- Lack of standards-based literacy professional development for our teachers: Teaching practices at Sheltering Arms need substantial improvement. The agency struggles to ensure that the training teachers receive is transformed into practice, as evidenced by Work Sampling System scores. The South Fulton centers have not benefited from enhanced language and literacy initiatives, and we see Striving Reader as an opportunity to continue the arc of improvement.
- Lack of technology to engage our students: Our students are live in a digitally-connected world. When they enter kindergarten, they will be exposed to computer labs and educational technology strategies. We want to provide a more engaging, digitally rich environment for our Pre-K students.

e. Root Cause Analysis (5 points)

All three of our areas of concern are related to prevailing social issues which directly affect our constituency such as: low income levels, single parent households, increased school drop-out rate, high crime rates, limited in affordable housing, and high infant mortality. When compared to their more affluent peers, children from low-income families often begin kindergarten with fewer phonological awareness skills, smaller receptive and expressive vocabularies, less knowledge of the purposes and conventions of print, and less knowledge of letters and their sounds (Snow, Burns, & Griffin, 1998). These root causes highlight why it is imperative that Sheltering Arms provides a high-quality learning environment.

B. Quality of Project Design

a. Project Goals and Objectives (5 points)

Based on our needs assessment data, Sheltering Arms has developed the following four goals to support our literacy plan. Successful implementation of our literacy objectives will enable us to achieve all four goals for each cohort of Pre-K students during the five year grant period.

Goal	Objective
1. 90% of children will meet or exceed The Creative Curriculum’s language and literacy objectives for development and learning	<ul style="list-style-type: none"> ● Pre-K teachers will be trained to effectively implement curriculum materials by United Way Literacy Coaches. ● Teachers will work with Georgia Wolf Trap teaching artists to develop appropriate language and literacy activities. ● The Pre-K day will be extended to promote student learning. ● Pre-K classes will be offered over the summer to stem literacy losses. ● Our computer lab will be upgraded to provide a digital rich environment for our students.
2. Striving Reader classrooms will meet or exceed the national average for CLASS	
3. Work Sampling System language and literacy outcomes will improve from 46.5% of Sheltering Arms children ‘in process’ and 52.2% ‘proficient’ in language and literacy outcomes to 35% of children ‘in process’ and 65% ‘proficient’	
4. 90% of children will participate in before/after care and the summer program	

Sheltering Arms has multiple practices in place that we are leveraging to achieve grant goals including CLASS and our standards-based Creative Curriculum. Both of these practices are funded with other resources. Classroom Assessment Scoring System (CLASS) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. Data from CLASS observations are used to support teachers’ unique professional

development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels. Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS tool focuses on effective teaching, helps teachers recognize and understand the power of their interactions with students, aligns with professional development tools, and works across age levels and subjects.

The Creative Curriculum is composed of resources that support early childhood educators through every step of the process of teaching literacy to young children. The curriculum, which includes five volumes, teaching guides, and related resources, translates and applies the latest research into hands-on daily routines. The new teaching guides and *Intentional Teaching Cards* provide specific, focused, small- and large- group instructional opportunities.

The Creative Curriculum Literacy Objectives for Development and Learning

1. Demonstrates phonological awareness: a. Notices and discriminates rhyme, b. Notices and discriminates alliteration, c. Notices and discriminates smaller and smaller units of sound;
2. Demonstrates knowledge of the alphabet: a. Identifies and names letters, b. Uses letter–sound knowledge;
3. Demonstrates knowledge of print and its uses: a. Uses and appreciates books b. Uses print concepts;
4. Comprehends and responds to books and other texts: a. Interacts during read-alouds and book conversations, b. Uses emergent reading skills, c. Retells stories;
5. Demonstrates emergent writing skills: a. Writes name, b. Writes to convey meaning.

The Creative Curriculum Language Objectives for Development and Learning

1. Listens to and understands increasingly complex language: a. Comprehends language, b. Follows directions;

2. Uses language to express thoughts and needs: a. Uses an expanding expressive vocabulary, b. Speaks clearly, c. Uses conventional grammar, d. Tells about another time or place;
3. Uses appropriate conversational and other communication skills: a. Engages in conversations
b. Uses social rules of language.

b. Scientific, Evidence-Based Literacy Plan (10 points)

The table below summarizes our plan to implement the literacy strategies to achieve project goals.

Implementation Team	Literacy Strategies
Amy Hobart, Director of Early Care and Education, Sally Campbell, Director of Children's Program	<ul style="list-style-type: none"> • Develop Pre-K calendar to extend the school day and add a summer program • Communicate plans to schools • Order curriculum materials (not funded by grant) • Set up curriculum and trainings with grant partners United Way and Woodruff Arts Center • Collaborate with partners and school administrators to plan additional training strategies and determine training needs
Curriculum Specialist, Center Director, Lead Teacher	<ul style="list-style-type: none"> • Review weekly lesson plans • Review Work Sampling Data • Provide teacher support to implement literacy strategies • Provide feedback to teachers about ratings • Develop and determine training needs
Program Coordinator, Center Director, Curriculum Specialist	<ul style="list-style-type: none"> • Monitor and observe teachers to determine success of program implementation • Communicate training needs and program successes with program coordinators
Pre-K teachers	<ul style="list-style-type: none"> • Assess student progress • Plan appropriate language and literacy instruction • Implement strategies learned at trainings
Sheltering Arms Georgia Training Institute staff	<ul style="list-style-type: none"> • Provide teacher support to implement literacy strategies • Develop and determine training needs
Child and Family Specialist and Family Support Coordinators	<ul style="list-style-type: none"> • Work with families and community agencies to communicate and promote language and literacy at home.

Pre-K Daily Schedule

6:30 – 8:00	Arrival – Hellos – Choice Activities/Journal Writing
8:00 – 8:15	Breakfast, Brush Teeth, Nutrition & Health
8:15 – 8:35	Group Meeting – Morning Welcome – Opening Activities Book #1
8:35 – 8:45	Music with Movement and Creativity
8:45 – 9:00	Small Group (may involve literacy)
9:00 – 9:15	Story time/Read Aloud Book #2
9:15 – 10:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
10:00 – 10:15	Transition Activity
10:15 – 10:30	Large Group Literacy
10:30 – 11:45	Center Time/Child Choice in Interest Areas 11:30 – 11:45 Clean-up
11:45 – 12:00	Story time/Read Aloud Book #3
12:00 – 12:30	Lunch Self-serve, family style, conversations, health & nutrition
12:30 – 12:45	Phonological Awareness
12:45 – 1:45	Nap/Rest and Quiet Activities Quiet activities available for non-sleepers
1:45 – 2:15	Other Instructional Activities (may involve literacy)
2:15 – 2:30	Group Meeting - Closing
2:30 – 2:45	Snack
2:45 – 4:00	Center Time/Child Choice in Interest Areas 3:45 – 4:00 Clean-up
4:00 – 4:15	Story Time/Read Aloud
4:15 – 5:00	Outside Play 15 minutes of planned physical activities and/or games for child choice
5:00 – 6:30	Child Choice Time

Plan for Tiered Literacy Instruction

We base our tiered literacy instructional plan on the Response to Intervention (RTI) framework and the Pre-K Content Standards, along with the Center for the Study of Social Emotional Learning, Teaching Pyramid.

Step 1: Teachers observe the child for a 2-week period, documenting the developmental or behavioral concerns. Teachers consult with the Curriculum Specialist. The Curriculum Specialist will notify the Family Support Coordinator of the concern to also share relevant information about the child and family.

Step 2: Within 3 working days, the Curriculum Specialist observes the child and documents the observation. The teacher reviews results to date on the Work Sampling Online assessment. The teacher completes the Ages & Stages Questionnaire: Social Emotional (ASQ: SE) if needed.

Step 3: Within 3 working days, the Curriculum Specialist reviews all documentation with the Management Team (Director, Child & Family Specialist, and Family Support Coordinator). When all team members are in agreement that additional support is needed, the In-House Referral Form will be completed and submitted along to the Early Intervention Specialist.

Step 4: Within 3 working days, the Early Interventionist conducts an observation of the child. Following the observation, the Early Interventionist will meet with the Management Team and classroom teacher(s) to develop a plan to support the child.

Step 5: The teachers will implement the plan for 2-weeks in the classroom. The Curriculum Specialist will conduct regular observations of the classroom to document progress and provide support and feedback to the teachers during the 2-week period.

Step 6: Following the 2-week period, the Early Interventionist will meet again with the Management Team and classroom teachers to discuss any changes in the child's behavior. If

there has been no improvement, the Early Interventionist will look into additional supports for the child. The Family Support Coordinator will schedule a meeting with the parents to discuss the information that was collected and get the parents' input.

Our Striving Reader grant does not conflict with any other initiatives currently being implemented at the four centers.

c. Strategies and Materials to Support Literacy Plan (existing and proposed) to Include Technology (5 points)

Current Resources / Activities

One of our most important literacy strategies that we have already implemented is Operation StoryBook. The goal of Operation StoryBook is to encourage all children to learn and love to read. For children, Operation StoryBook emphasizes that reading is fun. For parents, the program emphasizes that reading is critical to their child's future success. Operation StoryBook includes:

- Curriculum that includes lesson plans based on children's books and stories, helping children to explore themes and cultures in some of the books they will take home.
- The Children's StoryBook Club: The goal is that all Sheltering Arms children receive a new book every month for their home libraries.
- A daylong Read-A-Thon event in every center during September. VIPs, volunteer readers and professional storytellers participate.
- Literacy enrichment activities, including field trips to art and cultural venues and libraries, special performances by storytellers, puppeteers, and other performers, and one-on-one reading help from volunteers through Jumpstart and other programs.

Other resources available in our Pre-K classrooms include books on tape, classroom libraries, literacy props, flannel board stories, CDs for Music with Movement. Shared Resources include language and literacy websites for teaching ideas, language and literacy websites for children, computer lab. Library resources are books, CDs, and books on tape.

d. Project Procedures and Supports (5 points)

As highlighted in our Pre-K daily schedule included in section III.B.b., we offer students a variety of literacy instruction as we follow our standards-based curriculum. Examples of specific, literacy-focused activities include picture cards that are used to help students learn routines and procedures. Circle Time/Morning Message Board/Story Time/Music with Movement/Second Step – all provide students with oral language development strategies to communicate ideas and feelings with each other. Music with Movement provides students with another way of expressing language. Phonological awareness activities are planned to support student proficiency in content standards. During story time, students participate in quality literature activities that promote a love of reading and expression. Large group literacy activities are planned to teach reading and writing skills. With journals, teachers support students as they work to develop their writing skills.

e. Professional Learning Strategies Identified on the Basis of Documented Needs (5 points)

At Sheltering Arms, ongoing professional learning is critical. The table below highlights the professional learning activities that all (100%) of our Pre-K staff received.

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Ages & Stages Questionnaire	Ages & Stages Questionnaire	CLASS Overview: Understanding the CLASS Framework	Ages and Stages Screening: Using the ASQ Questionnaire

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
Advance Physical & Intellectual Development: Early Morning, Late Afternoon & Rainy-Day Activities	Challenging Behaviors: Preschool - Pre-K, Session 3, Individualized Intensive Interventions - Determining the Meaning of Challenging Behavior	CLASS Overview: Understanding the CLASS Framework	Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers
Challenging Behaviors: Preschool - Pre-K, Session 2, Laying the Groundwork - Social Emotional Strategies for Teachers	Challenging Behaviors: Preschool - Pre-K, Session 4, Individualized Intensive Interventions – Developing a Behavior Support Plan	Classroom Assessment Scoring System (CLASS)	Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments
Challenging Behaviors: Preschool-Pre-K, Session 1, Promoting Childrens Success, Building Relationships & Creating Supportive Environments	CLASS Assessment Scoring System	Curriculum Support Training	CLASS Assessment Scoring System
CLASS Overview: Understanding the CLASS Overview	Curriculum Support Training	What's New in Pre-K 2010-2011	CLASS Overview: Understanding the CLASS Framework
Curriculum Support Training	PITC: Nurturing & Responding to Infants/Toddlers: More Than Just Routines, Guidance & Discipline-Meeting Individual Needs	Setting Up Your Pre-K Classroom for the Beginning of the Year	Curriculum Support Training
Injury & Disease Control	Using the Matrix to Document Children's	Professional Development:	Injury & Disease Control

East Point Center	Oakley Township Center	Stonewall Tell Center	Welcome All Center
	Development	ASQ	
Language & Literacy: Creating a Literacy-Rich Environment	What's New in Pre-K 2010-2011	Super Saturday For Teachers of Preschool and PreK	Positive Guidance: Part 1, Discipline vs. Punishment, Basics of Positive Guidance
Setting Up Your Pre-K Classroom for the Beginning of the Year	Professional Development: ASQ	Using the Matrix to Document Children's Development	What's New in Pre-K 2010-2011
Using the Matrix to Document Children's Development	Setting Up Your Pre-K Classroom for the Beginning of the Year		Using the Matrix to Document Children's Development
Warm & Welcoming Inclusion Training			Prevent Child Abuse & Neglect: Prevent Child Abuse Georgia
Second Step: Using A Violence Prevention Curriculum in Classrooms			Professional Development: ASQ
Stronger Together: Session 6, Affirming Diversity			Second Step: Using A Violence Prevention Curriculum in Classrooms
What's New in Pre-K 2010-2011			Stronger Together: Affirming Diversity

The Sheltering Arms Board of Directors established the Georgia Training Institute (GTI) in 2006 as a way of leveraging the organization’s expertise and resources to improve outcomes for Georgia’s preschool children, their families, and their communities through high quality professional development. In GTI’s approach, early childhood education caregivers and family development professionals expand their knowledge of child and family development, enhance

their teaching abilities, and refine their skills to build strength-based family support services, preparing children for success in school.

As a result of the documented need for additional professional development in language in literacy, Sheltering Arms has worked diligently to obtain professional development resources for our teachers and staff. These resources have been universally well received, and anecdotal feedback tells us that our teacher and staff feel that language and literacy training improves teaching strategies and child outcomes. Three examples include Early Reading First, Early Learning Mentor Coach program, and Atlanta Speech School Partnership.

Early Reading First: Between 2006 and 2010 Sheltering Arms partnered with United Way's Early Learning Department to provide the federally funded Early Reading First (ERF) program in seven of our centers. ERF incorporated the use of a literacy-focused, research-based curriculum, Opening the World of Learning (OWL). To provide the foundation for future reading and school success, ERF program goals were: (1) Improve children's *oral language skills* (expressive and receptive language and vocabulary development); (2) Build *children's alphabet knowledge* (letter recognition); (3) Develop children's *phonological awareness* (rhyming, blending segmenting); (4) Increase children's *print awareness*; (5) Implement and maintain an SBRR, language and print-rich preschool environment to provide abundant opportunities for children to use print and practice literacy skills; and (6) Increase preschool teacher knowledge and use of SBRR to systematically address early literacy skills essential to future reading success including print awareness, alphabet knowledge, phonological awareness, and oral language. Professional development methods included intensive in-class coaching, study groups, training institutes and seminars, and model classroom observation. Under the leadership of United Way's Early Literacy Coaches, teachers became more skilled in gathering high-quality

data from progress monitoring tools and in using that data to inform instruction. Key assessment tools included the Peabody Picture Vocabulary Test, Third Edition (PPVT-III); Phonological Awareness and Literacy Screening (PALS) Pre-K; the Work Sampling System (WSS); OWL curriculum-embedded assessment; and the Early Language and Literacy Classroom Observation (ELLCO).

Early Learning Mentor Coach grant: Over the past 17 months, this federally funded grant in partnership with Quality Assist provided highly skilled mentor coaching that created a bridge between training and classroom practice to ensure teaching practices improved. Quality Assist is a highly respected training and technical assistance firm providing innovative solutions and proven approaches that raise the quality of early childhood care and education. With their support, Sheltering Arms implemented an Early Learning Mentor Coach Program to enhance its current professional development system. According to a comprehensive review on effective professional development, the National Staff Development Council (2009) identified four primary features associated with positive outcomes. Professional development produces meaningful results when it is: intensive, ongoing, and connected to practice; focused on specific curriculum content; supported by strong relationships; and aligned with larger system improvement priorities and goals. The Sheltering Arms Early Mentor Coach Program was a multi-dimensional approach that incorporated all of these features as well as: classroom, teacher and child assessments, classroom-based mentor coaching, monthly study groups for teachers, and a specialized training series for teachers. The program supported key staff in developing the knowledge and skills needed to effectively mentor coach and provided intensive mentor coaching support in 22 selected classrooms; created an agency-wide system for mentor coaching that now addresses ongoing professional development needs; and trained and certified 22

Curriculum Specialists and Instructional Lead Teachers to provide mentor coaching in all Sheltering Arms classrooms. The program also increased the quality of classrooms as measured by the Classroom Assessment Scoring System (CLASS: Pianta, LaParo, Harmre, 2008) domain – Instructional Support; increased scores in the *Infant and Toddler Components* of the *Assessment Profile for Early Childhood Programs*; and aligned the new mentor coach system with larger program improvements.

Atlanta Speech School Partnership: Sheltering Arms formalized our partnership with the Rollins Center for Language and Learning in 2011 by establishing a language and literacy professional development model project at our East Lake Early Education and Family Center. The Atlanta Speech School's Rollins Center for Language & Learning provides research-based, professional development in teaching language and literacy to teachers and school leaders working with children from birth through eighth grade. This project will put in place a personal coaching/intensive training/ eLearning model that will become systemic and sustainable by finding a balance between these learning modalities that is fully effective and that can be replicated. The following professional learning sessions/topics align evidence-based practices with the current curricular program at the East Lake Center. Training is being delivered through a blended delivery model, including "live" training sessions as well as eLearning sessions developed on Rollins' *Read Right from the Start-Pre-K* Project. This includes training on oral language development, early literacy development, assessment/use of data, and an integrated approach to language/literacy instruction. Following the training sessions, a Rollins facilitator will provide on-site support through coaching and mentoring. A typical coaching cycle involves demonstration teaching, co-teaching, observation and feedback. The Rollins facilitator also

provides embedded professional learning based on needs identified by teachers and staff and will also provide consult on an “as needed” basis

Even though we offer some high-quality professional development, our needs are significant. To offer teachers new and creative literacy approaches, with grant funding we will implement the Woodruff Art Center’s Georgia Wolf Trap program. In this program, classroom teachers work with professional teaching artists on a monthly basis to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. This research based program builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Professional learning activities with teachers include instruction in drama strategies, classroom demonstration, team teaching, coaching, video observation, reflection, documentation and assessment and how to adapt lessons to Inclusive learning environments. A Parent Caregiver workshop will focus on Interactive Read Aloud as a strategy in support of the Home and Family Connection. Unit content is based on high quality children’s literature selected by the teacher and the teaching artist, with relevance to curriculum standards and children’s’ lives. Lessons are based on the Core Curriculum in Language Arts and the Georgia Performance Standards in Theatre for each grade level, using the “backwards design” template. The Alliance Theater Program incorporates best practices from early childhood education including thinking routines, brain-based learning and differentiation. Lessons can be adapted for specific populations such as special needs students. Language and literacy development skills are addressed through drama strategies including Listening and Comprehension, Phonological Awareness, Vocabulary Development, Expressive Language, Pre-reading and Pre- writing. Parent and caregiver workshop will focus on teaching Interactive Read Aloud.

In addition to the high-quality, standards-based professional development offered by the Woodruff Arts Center, we will also work with United Way to provide professional development for Center Management Teams, Lead Teachers, and Teachers at the four Sheltering Arms South Fulton Centers. For more than 10 years, United Way has supported the early childhood community and invested in innovative programs and outreach initiatives to improve the quality of early care and education for children ages birth to five. Over the past five years, United Way has worked collaboratively with partners to improve the quality of early care programs and providers and develop, strengthen, and grow literacy programs by providing:

- technical assistance to child care centers and training of child care providers to secure and maintain national accreditation,
- intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn, and
- partnerships that provide linkages to the K - 12 system and the early childhood community.

Their experience and expertise as a four-time Early Reading First grantee uniquely positions them to provide professional development that meets the needs of the early childhood professionals, builds on best practices and lessons learned and are grounded in scientifically-based reading research (SBRR).

United Way's Leadership Institute for Language and Literacy is a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. The goal of the Institute is to increase knowledge and use of scientifically based reading research among leadership to systematically foster the development of early literacy skills essential to future reading success. Administrators will focus on developing and

implementing a Literacy Action Plan. They will develop transition teams to address the early education and school connection. The four day, five hour sessions will be offered to Fulton County district level staff, Sheltering Arms Center Directors and Curriculum Specialist, local Family Childcare provider leadership, and local childcare centers.

Further, United Way will provide two-day, five hour professional learning opportunities for Pre-K teachers. Based on the needs of the teachers, the professional learning topics may include but is not limited to:

- exploring the complexities of language development including comprehension, vocabulary and phonological awareness;
- assessing current practices and environments that support language and literacy development and learn explicit and implicit strategies for positive child outcomes;
- exploring the concept of classroom climate and ways teachers can strengthen the language environment;
- utilizing data to inform instruction;
- examining strategies for building partnerships with families in support of children's language and literacy skills;
- furthering teachers' skills in teaching new vocabulary;
- introducing phonological awareness skills and providing teachers with strategies and activities for use in the classroom;
- examining the stages of children's writing development, the literacy skills related to concepts about print and strategies for supporting children's early writing.

f. Assessment / Data Analysis Plan (5 points)

The Work Sampling System provides observational assessment to systematically document children's skills, knowledge, behavior, and academic accomplishments in seven domains. This reliable program enables continual progress monitoring from multiple sources, documented through developmental guidelines, checklists, and portfolios. Ongoing assessment is summarized three times per year (fall, winter, spring) for each child in an easy-to-read report that families can understand and administrators can readily use.

Bright from the Start Pre-K Operating Guidelines require teachers to use Georgia's Pre-K Child Assessment Tool (Work Sampling). Baseline GKIDS scores will be analyzed at the beginning of the 2013-14 school year. The percentage of proficient ratings scored by children who participated in the Striving Reader Grant will be compared to the children who did not participate to determine the impact of the resources provided by the grant.

New Teachers will receive online and face-to-face Work Sampling Online training as required by Bright from the Start. Fulton County Schools Pre-K Program Specialists will form Professional Learning Communities to give Pre-K Teachers a forum to discuss student documentation. This will help increase inner-rater reliability on the Developmental Checklist.

Assessment data is shared with parents during the three parent conferences per year for each child: in the fall, winter and spring. All Pre-K teachers have received training from the Georgia Department of Early Care and Learning in how to share assessment data with parents.

IV. Experience of the Applicant (10 points)

A. LEA Initiatives

Fulton County Schools has a strong track record of effectively implementing large, competitive grants at the federal, state, and private foundation level. Examples are included in the table below.

Competitive Grant Title	Funded Amount	Audit Findings
Smaller Learning Communities grant	\$5.2M	No audit findings
Readiness & Emergency Management for Schools grant	\$608,355	No audit findings
Teaching American History grant	\$989,801	No audit findings
Carol M. White Physical Education grant	\$1.5M	No audit findings
Mathematics and Science Partnership grant	\$440,356	No audit findings
Strategic Data Project grant	\$500,000	No audit findings

At the federal level, in 2008, Fulton County Schools received a \$5.2 million Smaller Learning Communities grant from the U.S. Department of Education to develop career-focused academies in four high-need high schools, including the targeted Creekside High School. The initiative has been successful; participating schools have seen increased student proficiency on the state tests, increased graduation rates, and increased enrollment in postsecondary education the year following graduation. Other competitive, federal grant awards include a \$608,355 Readiness and Emergency Management for Schools grant in 2009, a \$1 million Teaching American History grant in 2008, and a \$1.5 million Carol M. White Physical Education Program grant in 2004. At the state level, FCS has received multiple Mathematics and Science Partnership Program grants from the Georgia Department of Education – the current grant valued at \$440,356. Further, Fulton County Schools received a Strategic Data Project grant valued at approximately \$500,000 from the Center for Education Policy Research at Harvard University. The Strategic Data Project, funded by the Bill & Melinda Gates Foundation, is a national education initiative to help school district and state leaders increase student achievement and attainment through data-informed decision-making.

B. Initiatives Implemented Without Outside Funding Support

FCS has developed and implemented numerous education programs designed to increase student achievement using general operating funds. These programs attend to the delivery of student-focused instruction, ongoing assessment, use of data, and continuous improvement. Our

benchmark assessment program, known as Checkpoints, assesses student mastery of the Georgia Performance Standards (GPS) in a pre-test/post-test format each semester. Teachers and principals have easy access to Checkpoints data for formative instructional planning, as well as placement of students within the on-level, advanced or accelerated curriculum through an online Student Achievement Management System (SAMS). Teachers access SAMS to support instructional practices through pacing guides, units, lesson plans and instructional resources for all curricular areas and grade levels. The utilization of these formative assessments and the analysis of student-specific data have enabled teachers to implement differentiated learning strategies to improve student achievement. Since initial implementation of the GPS, tools such as Checkpoints and SAMS have helped the district demonstrate steady gains in the percentage of students meeting and exceeding state standards in all grades and subjects.

C. Capacity to Coordinate Resources

As demonstrated through our history with successful implementation of multiple federal, state and private grants and internal initiatives, FCS staff and faculty have the capacity and expertise to successfully implement large, complex initiatives. FCS will implement the proposed Striving Reader project on time and within budget. The FCS management team has extensive experience working across departments and schools as well as with external partners to achieve project goals. Staff members from partnering organizations, i.e., United Way, Sheltering Arms, and the Woodruff Arts Center, all have experience implementing complex projects that are time and budget constrained.

D. Sustainability of Initiatives Implemented by the LEA

FCS is committed to the Striving Reader project and values the need to provide high-quality literacy support to targeted schools. Dr. Robert Avossa, the superintendent, has made this

initiative a district priority. Establishing the grant committee and conducting needs assessments have provided a solid foundation for FCS' Striving Reader grant and have allowed district and school leaders to plan with the end in mind. That is, the district and targeted schools have established long-term goals and incorporated sustainability considerations into their literacy plans. FCS will sustain programming beyond the grant period by securing funding from a variety of sources. FCS general operating funds will be used to support literacy investments. Title II, Part A funds will help support professional development in literacy. Grant funding from local and national philanthropic organizations will be pursued to sustain the literacy interventions over time. Prospective funders who have a philanthropic focus on supporting literacy initiatives include: Laura Bush 21st Century Librarian Program, National Endowment for the Humanities, The Libri Foundation, The Braitmayer Foundation, The Malone Family Foundation, etc. The local business community also will be solicited for corporate contributions to support literacy interventions, e.g., Dollar General, Verizon, AT&T, Target, Wal-Mart, Sylvan Dell Publishing, Houghton Mifflin Harcourt, Barnes and Noble, ING, Sun Trust, etc.

V. Resources (10 points)

A. Coordination with Existing Programs and Family Literacy Services

The district has the capacity to implement with fidelity a large, complex grant like the Striving Reader Comprehensive Literacy Project and align resources to complement existing funding streams. FCS is not included in the state's Race to the Top grant, nor does it receive any School Improvement Grant funding. Thus, FCS is currently not implementing any district-wide, federally-funded reform initiatives that might absorb limited capacity within schools. The targeted schools are willing and excited about implementing a Striving Reader grant. The table

below summarizes select state and federal funding received by the district and allocated to the targeted schools and centers.

Resources Available	Title I Funds	Title II Funds	Bright From the Start Funds
<i>Fulton County Schools</i>	\$20,685,036	\$2,330,577	\$5,650,000
Bear Creek MS	\$287,040	n/a	n/a
Bethune ES	\$197,440	n/a	\$98,530
Campbell ES	\$248,320	n/a	\$59,806
Creekside HS	n/a	n/a	n/a
E.C. West ES	\$162,134	n/a	\$158,336
Love T. Nolan ES	\$200,640	n/a	\$109,071
McClarín HS	\$76,480	n/a	n/a
Oakley ES	\$196,160	n/a	\$59,806
Palmetto ES	\$132,160	n/a	\$109,071
Sheltering Arms (4 centers)	n/a	n/a	\$473,308

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The district's Title I Office provides Title I schools with extensive technical assistance on the appropriate use of funds to comply with federal funding rules and regulations to ensure that funds supplement and not supplant existing resources. Title I funding will complement Striving Reader investments in literacy. **Title II** funding is held at the district level and supports all schools; individual schools do not receive a Title II allocation. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified. Priorities for the district's Title II, Part A funding include: moving all non-highly qualified teachers to highly qualified status within an appropriate timeframe, assisting special education teachers with gaining the content knowledge necessary to add content concentrations to their certificates,

revising procedures for selecting and retaining professionally certified and highly qualified teachers, and supporting professional development activities aimed at building teacher and principal effectiveness. The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Title II, Part D formula grants for 2010–2011 created a scaffold upon which the Striving Reader Grant can continue to build. Besides having basic literacy skills, today's students also need technology skills for communicating, investigating, accessing and using information, computing, thinking critically about messages inherent in new media, and understanding and evaluating data. Georgia Department of Early Care and Learning (**Bright from the Start**) is responsible for meeting the child care and early education needs of Georgia's children and their families. Currently, FCS' Pre-K program provides 6.5 hours of instructional time, five days per week, and 160 days per year for eligible children. The school district receives state lottery funding through Bright from the Start to pay for classroom teachers, equipment, materials, and supplies to support its Pre-K program. The portion of the Pre-K grant funds that are allocated to the school level budgets are for teacher and teacher assistant salaries, substitutes, and benefits. The district also allocates funds to school budgets for instructional materials and supplies, field trips and postage. The remaining Pre-K grant funds are kept at the district level for distribution to schools as needed and for support of students, parent involvement, teachers, and classrooms. Bright from the Start funding for the Sheltering Arms early learning centers covers teacher and assistant salaries and benefits, instructional materials and supplies, and other non-instructional costs.

Federal funding from Title I and II as well as state funding from Bright from the Start will complement investments made with Striving Reader funds to ensure alignment with student needs. FCS will incorporate Striving Reader plans and funds into its annual planning and review

process in order to ensure funds are used to supplement, not supplant, Federal, state or local funds and to ensure alignment of resources. As schools submit their School Improvement Plans coupled with their Title I and Title II Plans to their Area Superintendents and to the Assistant Superintendent for Curriculum and Support for review, close attention will be paid to the alignment of identified student needs, instructional strategies to address the needs, timelines for implementation and monitoring, and budgets, to ensure that all resources are focused and converge to support student achievement in the area of literacy and will not be used to supplant public funds. Area Superintendents provide feedback to schools on drafts and must sign-off on the final versions of the school plans.

VI. Management Plan and Key Personnel (10 points)

Administrators, faculty members and program staff from FCS, United Way, Sheltering Arms and Woodruff Arts Center have the capacity and expertise to successfully implement our Striving Reader grant. Qualifications for key personnel are laid out below.

A. Management Plan and Key Personnel Responsible for Grant Implementation

The FCS management team has extensive experience working across departments and with external partners to achieve project goals and thus will implement the proposed project on time and within budget. Faculty from partnering institutions all have experience implementing complex projects that are time and budget constrained. The following individuals are qualified for their role and committed to improving literacy in targeted schools and early learning centers. The full time equivalent (FTE) for Fulton County Schools' staff to implement the grant is included in parentheses.

Dr. Robert Avossa – FCS Superintendent (0.025 FTE) – will be ultimately responsible for grant implementation. Dr. Avossa will keep the Fulton County Board of Education briefed on grant

progress and results and will allocate the necessary resources to ensure fidelity of implementation. Dr. Avossa received his Ph.D. from Wingate University.

Dr. Linda Anderson – FCS Deputy Superintendent Instruction (0.05 FTE) will chair the Striving Reader Governing Board and provide strategic oversight for grant implementation. Dr. Anderson reports directly to the Superintendent; she received her Ph.D. in Educational Leadership from Mercer University.

Amy Krause – FCS Assistant Superintendent Curriculum and Support (0.10 FTE) will be accountable for the Striving Reader grant and will supervise the Striving Reader Project Director to integrate proposed strategies and supports with other system processes to ensure alignment. Ms. Krause has served as the district's liaison on several literacy initiatives including Reading Recovery with Georgia State University and Reading First with the Georgia Department of Education. As a former reading specialist in the state of Alabama, Ms. Krause understands the components of a balanced literacy approach. Ms. Krause holds a Specialist degree in Educational Leadership and a Master of Arts in Education with a concentration in Early Childhood and also Administration and Instructional Supervision.

Dr. Vic Shandor – Instructional Area Superintendent (0.1 FTE) is the Instructional Area Superintendent for the Creekside cluster of schools—the main feeder pattern in this grant. He will serve on the Striving Reader Governing Board and will ensure vertical alignment of curriculum and professional learning across Striving Reader schools. In his capacity as a member of the FCS Executive Leadership team, Dr. Shandor will communicate best practices to schools across the district to support sustainability of Striving Reader strategies. Dr. Shandor holds a Master's degree in Special Education and an Ed.D. in Educational Leadership.

Larry Wallace – FCS Striving Reader Project Director (1.0 FTE) will coordinate the Striving Reader project and manage the grant budget. Mr. Wallace will serve as a bridge among the schools and the functional areas involved. Externally, he will liaise with project partners on an operational level and will work collectively with partners to ensure their services are integrated into the project design. Mr. Wallace has most recently served as Project Director for the district's \$5.2 million Smaller Learning Communities grant. He has extensive experience managing complex projects, involving multiple partners, with significant reporting requirements. Mr. Wallace holds a Master of Arts in Education with a concentration in Instructional Technology and a Specialist in Education with a concentration in Educational Leadership.

Katrina Mitchell – UWMA Senior Director, Education will serve on the Striving Reader Governing Board. Ms. Mitchell is responsible for coordinating all professional learning for Sheltering Arms faculty and FCS Pre-K teachers in targeted elementary schools.

Amy Hobart – Sheltering Arms Director of Early Care and Education will sit on the Governing Board and act as liaison for the Sheltering Arms Striving Reader component. Ms. Hobart designs and delivers training to enhance the effectiveness of the Sheltering Arms teaching and family support staff based on national competency goals and indicators in early education, and provides program-level consultation and training to build the capacity of the center management teams in developmentally appropriate practice.

Carol Jones – Woodruff Arts Center, Alliance Theatre - Director of Institute for Educators and Teaching Artists will serve on the Striving Reader Governing Board and is responsible for coordinating all professional learning for teachers participating in the Alliance Theatre's literacy-based programs Pre-K – 2 Georgia Wolf Trap Early Learning Through the Arts, Reader's Theatre, and Collision Plus.

B. Commitment to Implementation Plan

The individuals named in the table below support the district’s Striving Reader grant proposals and are committed to implementing grant strategies and activities with fidelity. The Instructional Area Superintendents are champions of the Striving Reader grant because it provides more focused attention to targeted schools’ literacy needs.

Site/District	Individual Responsible	Supervisor
<i>Site-Level Coordinators - Fulton County Schools</i>		
Bear Creek MS	Darron Franklin – Principal	Vic Shandor – Instructional Area Superintendent
Bethune ES	Zina Rhodes – Principal	Iris Moran – Instructional Area Superintendent
Campbell ES	Denine Cadet - Principal	Vic Shandor – Instructional Area Superintendent
Creekside HS	Earnest Killum – Principal	Vic Shandor – Instructional Area Superintendent
Evoline C. West ES	Catherine Smith – Principal	Vic Shandor – Instructional Area Superintendent
Love T. Nolan ES	Chandra Lemons – Principal	Iris Moran – Instructional Area Superintendent
McClarín HS	Anita Lee – Principal	Susan Dorenkamp – Instructional Area Superintendent
Oakley ES	Vonnie Thompson - Principal	Vic Shandor – Instructional Area Superintendent
Palmetto ES	Carlene Millen - Principal	Vic Shandor – Instructional Area Superintendent
<i>Site-Level Coordinators - Sheltering Arms</i>		
East Point Center	Kathy Bolling – Acting Director	Bernice Paschal – Program Coordinator
Oakley Township Center	Ron McNair – Center Director	Bernice Paschal – Program Coordinator
Stonewall Tell Center	Rosalyn Williams – Center Director	Lee Shaw – Program Coordinator
Welcome All Center	Linda Rhea – Center Director	Bernice Paschal – Program Coordinator
Professional Learning Coordinator	Lisa McDermott - Facilitator	Karen Cox – Executive Director, Professional Learning
Instructional Technology Coordinator	Mindy Ramon - IT Training Support Coordinator	Kathy Politis – Director, Instructional Technology
Literacy Assessment Coordinator	Mary Rulo – Support Specialist, ELA	Sherrie Moss – Director, ELA
Purchasing	Professional Assistant	Larry Wallace – Striving Reader Project Director

VII. Sustainability Plan (10 points)

Fulton County Schools' Striving Reader grant can serve as a blueprint that can be scaled and replicated to build principal, early learning site director and teacher capacity to improve literacy achievement for all of our students from birth through 12th grade. Our targeted schools and Sheltering Arms' early learning centers will become demonstration sites for how to systemically align multiple funding sources to improve literacy across all content areas. The district will create the Striving Reader Governing Board comprised of key personnel from the central office, targeted schools, United Way, Sheltering Arms, and the Woodruff Arts Center. The governing board, chaired by Dr. Anderson, will meet biannually to review program data, assess results, monitor progress toward goals and sustain program outcomes over time. Board members will serve as ambassadors to share best practices at local and state literacy forums. Through the district's experience with other large-scale initiatives, it has developed a healthy appetite for data analysis and program improvement. For example, annual evaluations of the Smaller Learning Communities grant have pushed participating schools to reconsider certain approaches and develop new strategies to not only meet grant objectives, but to ensure grant activities become embedded in schools' strategic plans beyond the life of the grant. These lessons learned will be carried over to the implementation of the Striving Reader grant.

A. Expanding the Lessons Learned with other Schools and New Teachers

A goal of the Striving Reader grant is to identify best practices at participating schools and share those strategies with schools throughout the district to ensure sustainability. At the district level, the communication of best practices will be the responsibility of the Instructional Area Superintendent (Dr. Vic Shandor) and the Project Director. Participating schools will share lessons learned at the district's annual Best Practices Conference for teachers, instructional staff

and school leaders. In addition, participating schools will be expected to share their experiences with all schools and divisions within the district through technical assistance workshops, school site visits, and administrative staff meetings. For example, teachers of English learners in Striving Reader schools can demonstrate through lesson plans how they scaffold instruction by using best practices for EL when developing oral language, reading skills, and writing.

B. Extending the Assessment Protocol Beyond the Grant Period

Beyond the life of the grant, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next) and Scholastic Reading Inventory (SRI) can be used to provide essential data for all students. Not only does DIBELS Next provide a fluency measure, it also assesses early phonemic awareness and first sound fluency of an individual student. The SRI provides benchmark assessments for the identification of students' reading skills; SRI guides teachers to differentiate and offer intervention strategies for struggling students. Students receive a Lexile score based on the comprehension of a text which has an equivalent reading level. Once a student masters one level, the program gives another reading passage at a higher level. Media centers categorize books by their Lexile levels; therefore, SRI helps match the reader to the appropriate text for 75% reading accuracy rate. An accuracy rate ensures that appropriate challenge is built in, but the level of frustration for the student will be low. The grant-sponsored professional development for DIBELS Next and SRI will ensure that all staff in targeted schools will be trained in the use of these assessments.

C. Extending the Professional Learning Practices beyond the Grant Period to New Staff

UWMA will provide Sheltering Arms early learning teachers and FCS Pre-K teachers with the skills and knowledge to enhance the early language, literacy, and pre-reading development of young children, particularly those from low income families, through strategies and professional

development that are grounded in scientifically-based reading research and family literacy. The professional development plan systematically addresses early literacy skills essential to future reading success by providing seminars, field trips to model classrooms, study groups, in-classroom coaching, summer institute and local and national conferences. The success of UWMA's programs can be measured by the quality of the classroom environment, child outcomes that assess the main skills predictive of reading success, the use of valid assessment instruments, and the professional learning opportunities provided to teachers. Aspects of the Striving Reader professional learning practices delivered by United Way that will be continued beyond the grant period include: enhancing classroom learning environments, providing teachers with new ways to help children improve their language, providing coaching and early literacy training for teachers to help them fully integrate literacy throughout their classrooms, engaging families in their child's early reading experiences to reinforce these skills at home.

As Striving Reader schools bring on new staff in future years, literacy training will be provided as part of new teacher development. Curriculum contacts (High School Department Chairs, Middle School Coordinators, and Elementary Curriculum Support Teachers) will provide opportunities for new teachers to learn grant-funded strategies, such as those learned through the partnership with the Woodruff Arts Center, and use resources during the first two years of induction as a part of each school's new teacher support program. These programs support the new teacher's transition into the school. An assigned mentor teacher will work with new staff as they begin to plan and implement instructional strategies that support the school's literacy plan.

D. Sustaining Technology beyond the Grant Period

On November 8, 2011 Fulton County voters extended a one-penny sales tax to upgrade technology in classrooms and build new schools. The SPLOST (Special Purpose Local Option

Sales Tax) education tax is expected to raise \$912 million for Fulton County school improvements over its five-year lifetime. The SPLOST proposal calls for technology enhancements, particularly in the areas of wireless, mobile learning devices for student use, updated video and audio recording tools, improved and expanded distance learning for students, virtual space for digital student work, interactive classroom websites with curriculum resources and assignments, updated equipment for technology and career-oriented classes, teacher/student communication and collaboration tools, and online professional learning resources for staff. The district's technology plan will help sustain the Striving Reader investments made in educational technology.

VIII. Evaluation – Assurance of Compliance with GADOE Requirements

Fulton County Schools will adhere to all OMB, EDGAR, GPRA, GADOE Performance Measures, and grant evaluation requirements. The district will prepare, according to GADOE requirements, an annual evaluation report by June 30th each year to document progress towards achieving grant goals.

IX. Appendices

- A. Comprehensive Literacy Needs Assessment
- B. Literacy Plan
- C. Letter of Support – United Way of Metropolitan Atlanta
- D. Letter of Support – Sheltering Arms
- E. Letter of Support – Woodruff Arts Center
- F. School Level Data for all Schools in FCS
- G. ITBS 2010 Results
- H. Reading / English Language Arts AMO Results
- I. Map of Targeted Early Learning Centers and Schools
- J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances
- K. Letter of Support – Sheltering Arms Pre-K Faculty

A. Comprehensive Literacy Needs Assessment

The district does not have a single needs assessment document that reflects all of the data collection and analysis that was performed for this grant. The core grant committee from the central office plus the faculty and administrators in the targeted schools and centers reviewed a variety of data sources as part of the needs assessment process including:

- Criterion-Referenced Competency Tests (CRCT) performance data for elementary and middle school students
- End of Course Tests (EOCT) performance data for high school students
- 3rd, 5th, and 8th grade Writing Assessments
- Graduation data for high school students
- Iowa Tests of Basic Skills (ITBS) for 3rd, 5th, and 8th graders
- Checkpoints formative assessment data
- Title I Plans
- School Improvement Plans
- Intensive School Plans
- Socio-economic data
- AYP data
- Mobility data
- Attendance data
- Discipline data
- Pre-K waiting lists
- Preschool Special Education (PSE) classroom data
- Georgia Pre-K work sampling data

B. Literacy Plan

Fulton County Schools does not have a documented literacy plan that can be attached to this grant. The literacy leadership through the English/Language Arts Department references research to determine best practice in literacy instruction. The foundational documents are the reports from the Carnegie Corporation: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Readiness, 2010*; *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School Literacy, 2006*; *Reading Next: A Vision for Action and Research in Middle and High School Literacy, 2004*. For the primary grades, the work of Donald Graves, Lucy Calkins, Richard Allington, Ralph Fletcher, Fountas and Pinnell, and others, form the framework for literary instruction.

A balanced literacy approach through Writer's and Reader's Workshops (Shared Reading and Interactive Read Aloud, Mini Lesson, Teacher Modeling, Student Writing and Teacher Conferencing, and Sharing) has been the instructional focus of the English/Language Arts Department. Because the systemic approach to literacy was fragmented with varieties of writing and reading programs, we have adopted the workshop approach for K-12 Language Arts classes.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards. The reading class is additional to the Language Arts class that every student takes. The middle school reading course is skills driven. The students perform poorly on comprehension, vocabulary, and fluency elements in reading. While certification satisfies minimum requirements to teach the course, the students often continue to receive instruction in traditional pedagogy that did not work the first several times. The younger students come to school with limited schema of reading readiness, such as reading left to right and top to bottom, and their connections may never reach text to self or text to text connections.

These poor readers need connections to reading other than verbal/linguistics; they need music and art and kinesthetic intelligence activation, not to mention the technology connections.

Classes are encouraged to create Reader's Theater presentations so that students are often on their feet and addressing the listening/speaking/viewing standards.

To complement the work in the anthologies, students read novels assigned to each grade level. Unfortunately, very little choice is afforded the non-reader. Teachers are advised to teach one novel per semester: the first semester novel study is teacher directed; the second semester novel study is student driven through literature circles or other cooperative forms. The intent is to gradually release the responsibility of instruction from the teacher to the student.

C. Letter of Support – United Way of Metropolitan Atlanta

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



December 6, 2011

Dr. Robert Avossa
Superintendent
Fulton County Public Schools
786 Cleveland Avenue SW.
Atlanta, GA 30315

Dear Superintendent Dr. Robert Avossa:

I am writing to you as Vice President of Education at United Way of Metropolitan Atlanta to express our support for Fulton County's application for the Striving Readers Comprehensive Literacy Project. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community through Smart Start and invested in initiatives like Early Reading First, a USDOE grant program that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

United Way has long been a leader in early care and education services to parents and children from birth to age five. Smart Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way has worked collaboratively with local, state and regional organizations in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

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United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

United Way of Metropolitan Atlanta pledge our support by providing high quality professional learning opportunities based on scientifically based reading research for administrators, teachers, center directors, and family childcare providers. We appreciate this opportunity to partner with Fulton County Public Schools and we enthusiastically endorse the application for the Striving Readers Comprehensive Literacy Project.

Sincerely,

A handwritten signature in black ink that reads "Navella Jean Walker, Ph.D." The signature is written in a cursive style.

Navella Jean Walker
Vice President, Education

Visit us online at unitedwayatlanta.org
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D. Letter of Support – Sheltering Arms



Sheltering Arms

EARLY EDUCATION AND FAMILY CENTERS

385 Centennial Olympic Park Drive ♥ Atlanta, GA 30313 ♥ 404-523-2767 ♥ FAX 404-523-9952

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Accredited by the National Association for the Education of Young Children and supported by Head Start, United Way, the Georgia Department of Early Care and Learning, and center communities.

December 8, 2011

Dr. Robert Avossa
Superintendent – Fulton County Schools
786 Cleveland Ave., SW
Atlanta, Georgia 30315

Dear Dr. Avossa:

It is an honor to provide this letter of support for Fulton County Schools' application for a Striving Readers grant. We are very pleased to be included as a partner in the application.

Sheltering Arms was established in 1888, and since 1990 the number of Sheltering Arms centers has almost doubled from 9 to 16, with an increase in daily capacity from 744 to more than 2,300 children, and services have been added to better address the needs of the family and the community. As a result, the budget has grown from \$3.5 million in 1991 to more than \$26 million today. The agency's programs include Early Head Start for infants and toddlers, Head Start for three and four year olds, the Georgia Pre-kindergarten Program for four year olds, and early childhood education with fees based on family size and income. Sheltering Arms programs are accredited by the National Association for the Education of Young Children (NAEYC), and have been recognized as a Head Start Program of Excellence, Head Start's highest level of recognition for high quality.

In 2004, Sheltering Arms conducted a \$15 million capital campaign to build four state-of-the-art Early Education and Family Center facilities in south Fulton County. Fulton County Schools was an important partner in this undertaking, providing land adjacent to elementary schools for three of the new facilities. This partnership has endured, and by partnering with Fulton County Schools we are able to provide an innovative model that 1) improves teacher retention and recruitment by providing affordable, convenient early childhood education, 2) improves school readiness in an area that has struggled with performance standards, and 3) develops improved school readiness strategies by tracking the performance of Sheltering Arms alumni in Fulton County elementary schools.

We appreciate this opportunity, and pledge to assist in every way possible to produce a nationally acclaimed Striving Readers initiative.

Sincerely,

Elaine P. Draeger
President/CEO

EPD/cb

The power of education begins here.™

E. Letter of Support – Woodruff Arts Center



December 13, 2011

Dr. Robert Avossa
Superintendent, Fulton County Schools
786 Cleveland Ave. SW
Atlanta, GA 30315

RE: Grant request on behalf of Fulton County Schools

Dear Dr. Avossa:

I am delighted to submit a letter in support of the application by the Fulton County Schools for continuing grant support from the Georgia Department of Education under the Striving Readers Program. The Woodruff Arts Center through its various artistic divisions is a major supporter of arts in education (arts integration) as well as a leading supporter of education in the arts. As a stated part of our mission we seek to provide excellence in both arts and education. We interact on and off our campus with children in Georgia schools over a half million times a year. In this effort we have an excellent, long standing and highly valued relationship with the Fulton County Schools.

What is truly remarkable is that our collection of visual arts (High Museum), dramatic arts (Alliance Theater), musical arts (Atlanta Symphony Orchestra) and our in school arts programming (Young Audiences) each support major educational programming aimed at literacy and language development. "I See Literacy," "Sound Learning," "GA Wolf Trap," "Arts4Learning" and "Collision Plus," are each examples of excellent arts integrated programming that address these challenges with positive results.

In addition, our education teams have worked with six Fulton County schools in some experimental research under the Wolf Trap Program that has shown measurable improvement in language development and writing skills. The partnership with the Kennedy Center currently supports programs in two Fulton County schools whereby each grade level has an opportunity to experience a featured work from our Center along with four classroom sessions focused on 21st Century skills through arts integration.

1280 Peachtree St. NE
Atlanta GA 30309

T 404 733 4200
F 404 733 4393

www.woodruffcenter.org

Dr. Robert Avossa
December 13, 2011
Page 2

I am particularly pleased to support the application of our educational colleagues in the Fulton County School System – not only because they are long standing collaborators who share with us a commitment to address these challenges – but also because they are one of the few systems seeking to integrate arts as a key element in their proposal.

We consider ourselves lucky to have such partners in our shared effort to help increase student learning in literacy and outcomes in life through arts integration. Please know that their application has our unqualified support and endorsement. Please feel free to call with any questions you may have.

With kind regards,

Sincerely yours,



Joseph R. Bankoff
President & CEO
Woodruff Arts Center

404 733 4257

F. School Level Data for all Schools in FCS, based on 2010-2011 school year

Elementary Schools

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Abbotts Hill	14%	13%	4%	24%	Yes	4	3%	3	2%
Alpharetta	20%	22%	8%	26%	Yes	5	5%	1	1%
Amana Charter	NA	6%	NA	18%	Yes	2	3%	4	7%
Barnwell	12%	12%	4%	16%	Yes	1	1%	0	0%
Bethune	86%	9%	0%	42%	Yes	23	21%	15	11%
Birmingham Falls	2%	12%	0%	16%	Yes	0	0%	1	1%
Brookview	96%	12%	0%	83%	Yes	10	14%	15	22%
Campbell	90%	12%	16%	36%	No	8	7%	12	9%
Cliftondale	63%	8%	0%	37%	Yes	12	10%	11	9%
Cogburn Woods	14%	11%	8%	22%	Yes	2	1%	6	4%
Conley Hills	95%	12%	0%	52%	Yes	11	16%	7	13%
Crabapple Crossing	4%	9%	2%	11%	Yes	1	1%	2	2%
Creek View	14%	9%	7%	25%	Yes	2	1%	4	2%
Dolvin	11%	12%	9%	18%	Yes	3	2%	2	1%
Dunwoody Springs Charter	72%	13%	17%	44%	Yes	1	1%	7	7%
Feldwood	87%	12%	0%	49%	No	19	18%	18	13%
Findley Oaks	8%	13%	5%	15%	Yes	0	0%	0	0%
Fulton Sunshine Academy	8%	7%	5%	32%	Yes	0	0%	0	0%
C. H. Gullatt	96%	11%	2%	62%	Yes	6	18%	6	15%
Hamilton E Holmes	93%	16%	2%	63%	Yes	8	14%	15	22%
Hapeville	95%	9%	29%	53%	Yes	27	22%	12	11%
Heards Ferry	7%	12%	2%	21%	Yes	0	0%	1	1%
Hembree Springs	33%	18%	17%	26%	Yes	1	1%	4	3%
Heritage	96%	11%	1%	77%	No	26	26%	25	21%

Fulton County Schools: Sheltering Arms' Approach to Literacy

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
High Point	67%	13%	34%	33%	Yes	12	11%	6	8%
Hillside	52%	14%	25%	35%	No	8	7%	3	3%
Ison Springs	75%	14%	22%	61%	Yes	15	15%	8	9%
Esther Jackson	64%	17%	25%	42%	Yes	8	9%	16	25%
Lake Forest	97%	13%	65%	29%	No	12	9%	7	9%
Lake Windward	7%	20%	8%	22%	Yes	5	3%	4	3%
Seaborn Lee	83%	9%	0%	46%	Yes	12	16%	9	10%
S. L. Lewis	89%	13%	1%	51%	Yes	12	13%	15	20%
Liberty Point	86%	14%	0%	39%	Yes	5	5%	14	12%
Main Street Academy	52%	4%	1%	46%	Yes	7	9%	5	11%
Manning Oaks	37%	11%	14%	33%	No	7	6%	10	8%
Medlock Bridge	13%	12%	5%	30%	Yes	1	1%	1	1%
Mimosa	89%	12%	58%	37%	Yes	24	16%	11	9%
Mt. Olive	88%	18%	8%	65%	Yes	9	13%	9	14%
Mountain Park	8%	14%	1%	16%	Yes	1	1%	1	1%
New Prospect	14%	17%	8%	27%	Yes	1	1%	2	2%
Love T. Nolan	87%	12%	0%	44%	Yes	24	18%	40	29%
Northwood	28%	13%	11%	22%	No	8	6%	2	2%
Oak Knoll	94%	12%	28%	52%	Yes	22	25%	11	14%
Oakley	83%	11%	6%	37%	Yes	16	15%	15	11%
Ocee	14%	16%	9%	19%	Yes	5	4%	0	0%
Palmetto	87%	14%	10%	44%	Yes	4	8%	9	15%
Parklane	97%	10%	14%	48%	No	16	23%	13	19%
Randolph	64%	8%	0%	52%	Yes	5	6%	15	13%
Renaissance	74%	13%	0%	46%	Yes	25	19%	9	9%
River Eves	43%	11%	11%	33%	Yes	8	6%	7	5%
Roswell North	30%	11%	11%	26%	Yes	7	5%	8	6%
Shakerag	4%	11%	7%	21%	Yes	1	1%	0	0%

Elementary School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 3 CRCT Reading		Grade 5 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet	# Students Did not Meet	% Students Did not Meet
Spalding Drive Charter	43%	7%	16%	32%	Yes	5	9%	3	6%
State Bridge Crossing	11%	9%	5%	20%	Yes	0	0%	0	0%
Stonewall Tell	53%	8%	0%	34%	Yes	14	9%	10	7%
Summit Hill	5%	11%	0%	12%	Yes	0	0%	2	1%
Sweet Apple	4%	17%	1%	13%	Yes	2	1%	1	1%
Harriet Tubman	93%	11%	11%	67%	Yes	12	15%	5	6%
Evoline C. West	74%	9%	6%	40%	Yes	7	7%	22	16%
Wilson Creek	7%	7%	10%	20%	Yes	2	2%	1	1%
Woodland Charter	57%	16%	14%	44%	Yes	5	4%	7	7%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

Middle Schools

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Amana Charter	9%	9%	8%	25%	Yes	0	0%
Autrey Mill	9%	8%	4%	12%	Yes	4	1%
Bear Creek	86%	11%	3%	45%	No - NII	16	5%
Camp Creek	89%	15%	1%	68%	No	22	9%
Crabapple	24%	10%	3%	15%	Yes	2	1%
Elkins Pointe	42%	12%	10%	35%	Yes	6	2%
Fulton Science	6%	7%	2%	32%	Yes	0	0%

Middle School	% FRL	% SWD	% EL	Mo-bility Rate	Met AYP?	Grade 8 CRCT Reading	
						# Students Did not Meet	% Students Did not Meet
Hapeville Charter	77%	4%	1%	36%	Yes	0	0%
Haynes Bridge	26%	16%	0%	22%	No	0	0%
Holcomb Bridge	56%	13%	11%	34%	No	4	2%
Hopewell	16%	11%	274 %	17%	Yes	2	1%
Ronald McNair	91%	14%	1%	62%	No - NI2	19	7%
Northwestern	10%	10%	1%	14%	Yes	1	0%
Renaissance	78%	11%	200 %	41%	No - NI3	19	5%
Ridgeview Charter	59%	11%	14%	26%	No - NI1	11	5%
River Trail	6%	7%	4%	12%	Yes	7	1%
Sandtown	60%	10%	0%	38%	Yes	7	2%
Sandy Springs Charter	67%	11%	11%	46%	No	13	5%
Taylor Rd	16%	10%	5%	17%	Yes*	0	0%
Webb Bridge	10%	8%	3%	23%	Yes	1	0%
Paul D. West	89%	13%	5%	67%	No - NI1	22	9%
Woodland	89%	12%	2%	60%	Yes	15	5%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

High Schools

High School	% FRL	% SWD	% EL	Mobility Rate	Met AYP?	Graduation Rate
Alpharetta	13%	10%	3%	18%	No	94%
Banneker	79%	21%	0%	71%	No - NI3	67%
Centennial	29%	11%	6%	52%	No	87%
Chattahoochee	10%	7%	3%	14%	Yes	96%
Creekside	72%	9%	2%	51%	No - NI4	69%
Independence Alternative	39%	13%	4%	101%	No - NI1	68%
Johns Creek	8%	7%	3%	17%	Yes	NA*
Langston Hughes	69%	9%	0%	51%	Yes	NA*
McClarín Alternative	94%	3%	0%	121%	No - NI2	52%
Milton	6%	7%	1%	12%	Yes	97%
North Springs Charter	46%	6%	6%	37%	Yes - NI1	85%
Northview	5%	6%	4%	10%	Yes	98%
Riverwood Charter	30%	6%	6%	27%	Yes	92%
Roswell	21%	11%	5%	23%	No	88%
Tri-Cities	73%	10%	5%	46%	No - NI2	83%
Westlake	57%	6%	0%	38%	Yes	90%

Note: Schools targeted for the Striving Reader grant are highlighted.

Source: Fulton County Schools Administrative Records and Georgia Department of Education; Data for 2010-11 school year.

G. ITBS 2010 Data

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 3 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	60	61	-1	66	69	-3	63	65	-2	65	68	-3	64	65	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	71	75	-4	80	83	-3	76	83	-7	71	76	-5	77	78	-1
Alpharetta	81	83	-2	80	85	-5	82	84	-2	85	89	-4	82	83	-1
Amana	69	61	8	67	63	4	63	61	2	70	69	1	68	59	9
Barnwell	77	84	-7	80	85	-5	81	88	-7	79	85	-6	81	83	-2
Bethune	40	41	-1	42	51	-9	47	52	-5	44	50	-6	41	42	-1
Birmingham Falls	81	81	0	81	86	-5	83	83	0	80	83	-3	83	83	0
Brookview	30	32	-2	36	36	0	36	36	0	34	38	-4	33	30	3
Campbell	31	35	-4	44	47	-3	40	48	-8	44	55	-11	41	44	-3
Clifondale	51	42	9	53	48	5	52	43	9	60	62	-2	48	43	5
Cogburn Woods	71	77	-6	80	84	-4	79	81	-2	78	81	-3	76	81	-5
College Park	23	22	1	29	26	3	22	22	0	21	32	-11	24	29	-5
Conley Hills	41	30	11	45	46	-1	63	50	13	50	38	12	47	35	12
Crabapple Crossing	84	83	1	86	90	-4	87	83	4	87	91	-4	84	85	-1
Creek View	78	76	2	79	85	-6	78	82	-4	82	81	1	79	81	-2
Dolvin	75	78	-3	81	86	-5	78	82	-4	75	79	-4	81	83	-2
Dunwoody Springs	58	55	3	65	61	4	56	51	5	66	69	-3	61	57	4
Feldwood	33	na	na	38	na	na	36	na	na	40	na	na	36	na	na
Findley Oaks	79	80	-1	82	88	-6	84	86	-2	79	85	-6	82	85	-3
Fulton Sunshine	82	na	na	88	na	na	88	na	na	79	na	na	86	na	na
Gullatt	37	44	-7	39	53	-14	44	47	-3	42	55	-13	38	42	-4
Hapeville	32	40	-8	48	56	-8	31	41	-10	36	45	-9	37	36	1
Heards Ferry	82	83	-1	82	86	-4	82	89	-7	83	83	0	85	83	2
Hembree Springs	77	81	-4	79	84	-5	80	81	-1	79	80	-1	81	84	-3
Heritage	25	28	-3	27	30	-3	29	25	4	31	33	-2	29	28	1
High Point	63	66	-3	66	73	-7	61	68	-7	66	72	-6	64	69	-5
Hillside	58	75	-17	64	81	-17	57	81	-24	61	81	-20	62	76	-14
Holmes	30	30	0	36	39	-3	35	41	-6	44	35	9	31	34	-3
Ison Springs	45	40	5	52	50	2	45	46	-1	56	51	5	48	46	2
Jackson	49	61	-12	53	66	-13	55	58	-3	64	66	-2	58	63	-5
Lake Forest	21	23	-2	37	40	-3	26	30	-4	34	44	-10	33	38	-5
Lake Windward	74	76	-2	80	84	-4	79	81	-2	77	79	-2	80	80	0
Seaborn Lee	40	39	1	47	45	2	46	48	-2	46	52	-6	40	47	-7
Lewis	32	40	-8	41	43	-2	34	44	-10	37	45	-8	31	41	-10
Liberty Point	44	36	8	44	37	7	41	38	3	47	47	0	42	39	3
Main Street	53	na	na	59	na	na	56	na	na	61	na	na	48	na	na
Manning Oaks	63	56	7	71	64	7	63	60	3	64	65	-1	62	62	0
Medlock Bridge	81	83	-2	81	89	-8	86	88	-2	77	85	-8	76	85	-9
Mimosa	23	32	-9	39	51	-12	30	48	-18	36	53	-17	34	46	-12
Mount Olive	33	40	-7	36	41	-5	39	47	-8	42	58	-16	36	42	-6
Mountain Park	79	81	-2	80	86	-6	80	83	-3	80	88	-8	81	85	-4
New Prospect	79	77	2	85	85	0	85	82	3	76	79	-3	83	82	1
Nolan	31	41	-10	40	47	-7	34	41	-7	36	52	-16	30	43	-13
Northwood	74	78	-4	77	84	-7	72	81	-9	76	78	-2	78	83	-5
Oak Knoll	37	35	2	45	48	-3	44	34	10	43	40	3	39	37	2
Oakley	34	38	-4	44	38	6	36	35	1	41	49	-8	34	39	-5
Ocee	79	77	2	80	82	-2	77	80	-3	80	81	-1	82	79	3

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Palmetto	32	34	-2	36	46	-10	34	38	-4	42	40	2	37	36	1
Parklane	28	26	2	30	31	-1	27	27	0	29	34	-5	32	31	1
Randolph	47	42	5	53	51	2	56	55	1	63	59	4	51	44	7
Renaissance	43	41	2	44	46	-2	48	44	4	52	56	-4	43	42	1
River Eves	68	67	1	76	74	2	75	77	-2	72	70	2	73	70	3
Roswell North	65	74	-9	69	82	-13	67	76	-9	70	77	-7	69	78	-9
Shakerag	81	82	-1	93	93	0	91	89	2	88	90	-2	87	87	0
Spalding Drive	57	81	-24	58	83	-25	57	81	-24	62	84	-22	67	83	-16
State Bridge Xing	78	74	4	85	84	1	83	79	4	82	80	2	82	78	4
Stonewall Tell	57	57	0	62	61	1	64	61	3	61	62	-1	57	55	2
Summitt Hill	80	79	1	82	86	-4	79	81	-2	80	82	-2	82	81	1
Sweet Apple	77	79	-2	81	83	-2	76	80	-4	81	82	-1	79	79	0
Tubman	40	38	2	41	43	-2	43	48	-5	40	48	-8	37	44	-7
Evoline West	41	40	1	43	48	-5	38	39	-1	50	54	-4	40	39	1
Wilson Creek	73	77	-4	80	85	-5	78	83	-5	78	83	-5	80	82	-2
Woodland	66	58	8	70	65	5	61	53	8	70	67	3	67	62	5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 5 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	59	61	-2	63	66	-3	64	65	-1	67	67	0	63	64	-1
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Abbotts Hill	76	84	-8	80	88	-8	75	84	-9	83	85	-2	77	84	-7
Alpharetta	79	79	0	80	76	4	78	78	0	82	80	2	79	78	1
Amana	66	69	-3	65	78	-13	72	70	2	72	76	-4	70	69	1
Barnwell	78	86	-8	74	89	-15	80	88	-8	79	88	-9	79	84	-5
Bethune	42	45	-3	42	51	-9	55	53	2	46	43	3	40	45	-5
Birmingham Falls	81	81	0	77	80	-3	80	82	-2	87	85	2	81	82	-1
Brookview	28	36	-8	34	41	-7	32	39	-7	32	35	-3	33	31	2
Campbell	32	32	0	37	31	6	42	35	7	42	33	9	38	32	6
Cliftondale	49	45	4	49	49	0	53	47	6	55	46	9	50	43	7
Cogburn Woods	79	78	1	79	83	-4	76	77	-1	85	83	2	79	79	0
College Park	30	31	-1	29	24	5	32	34	-2	31	33	-2	30	30	0
Conley Hills	40	41	-1	44	51	-7	59	62	-3	41	47	-6	40	43	-3
Crabapple Crossing	84	82	2	89	88	1	86	83	3	89	87	2	87	84	3
Creek View	79	72	7	83	73	10	79	75	4	86	78	8	80	74	6
Dolvin	84	81	3	84	83	1	86	82	4	87	83	4	84	77	7
Dunwoody Springs	52	58	-6	53	66	-13	54	61	-7	60	56	4	55	57	-2
Feldwood	30	na	na	30	na	na	38	na	na	34	na	na	33	na	na
Findley Oaks	81	85	-4	87	87	0	85	85	0	87	90	-3	82	83	-1
Fulton Sunshine	82	na	na	82	na	na	83	na	na	89	na	na	82	na	na
Gullatt	29	42	-13	37	43	-6	47	50	-3	34	46	-12	36	41	-5
Hapeville	30	34	-4	28	43	-15	30	36	-6	29	39	-10	24	35	-11
Heards Ferry	81	88	-7	78	87	-9	81	85	-4	84	86	-2	78	84	-6
Hembree Springs	75	82	-7	79	86	-7	79	86	-7	81	85	-4	80	84	-4
Heritage	30	28	2	28	30	-2	32	33	-1	28	26	2	29	28	1
High Point	61	52	9	66	64	2	63	57	6	67	57	10	62	56	6
Hillside	64	65	-1	68	72	-4	69	70	-1	71	75	-4	71	73	-2
Holmes	35	35	0	40	37	3	49	38	11	38	36	2	36	34	2
Ison Springs	47	36	11	44	39	5	47	43	4	59	41	18	50	40	10
Jackson	45	66	-21	45	64	-19	55	67	-12	53	68	-15	50	60	-10
KIPP	47	42	5	43	40	3	54	56	-2	55	46	9	42	41	1
Lake Forest	32	30	2	42	40	2	45	37	8	50	50	0	44	42	2
Lake Windward	75	77	-2	82	84	-2	80	82	-2	81	82	-1	80	78	2
Seaborn Lee	35	39	-4	40	42	-2	55	52	3	40	42	-2	38	40	-2
Lewis	36	35	1	31	36	-5	38	45	-7	42	38	4	39	36	3
Liberty Point	37	35	2	38	39	-1	43	39	4	40	40	0	38	39	-1
Main Street	41	na	na	32	na	na	44	na	na	46	na	na	34	na	na
Manning Oaks	62	69	-7	65	71	-6	62	69	-7	68	71	-3	63	66	-3
Medlock Bridge	80	84	-4	82	88	-6	79	84	-5	83	84	-1	79	82	-3
Mimosa	28	41	-13	30	42	-12	33	51	-18	43	53	-10	38	46	-8
Mount Olive	35	41	-6	36	35	1	41	45	-4	38	50	-12	37	40	-3
Mountain Park	83	82	1	82	81	1	83	82	1	87	86	1	83	81	2
New Prospect	82	82	0	85	82	3	84	86	-2	87	85	2	83	77	6
Nolan	23	36	-13	23	37	-14	29	44	-15	26	35	-9	25	37	-12
Northwood	71	74	-3	69	77	-8	74	75	-1	78	78	0	73	74	-1
Oak Knoll	32	33	-1	37	39	-2	43	35	8	37	36	1	35	39	-4
Oakley	35	36	-1	39	34	5	39	40	-1	41	35	6	36	36	0

Fulton County Schools: Sheltering Arms' Approach to Literacy

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
Ocee	81	80	1	85	81	4	85	79	6	84	82	2	83	78	5
Palmetto	31	33	-2	34	33	1	38	35	3	39	31	8	37	30	7
Parklane	29	27	2	27	27	0	36	29	7	32	32	0	33	32	1
Randolph	44	46	-2	43	46	-3	58	55	3	49	53	-4	49	51	-2
Renaissance	37	43	-6	33	41	-8	38	47	-9	40	42	-2	36	44	-8
River Eves	67	72	-5	64	75	-11	69	71	-2	74	79	-5	70	75	-5
Roswell North	64	68	-4	65	70	-5	68	68	0	70	74	-4	65	70	-5
Shakerag	84	87	-3	89	93	-4	87	88	-1	90	92	-2	84	88	-4
Spalding Drive	58	77	-19	60	74	-14	61	71	-10	64	82	-18	63	77	-14
State Bridge Xing	75	80	-5	80	83	-3	77	80	-3	81	85	-4	78	83	-5
Stonewall Tell	55	53	2	58	56	2	61	60	1	61	57	4	57	51	6
Summitt Hill	83	83	0	82	83	-1	82	80	2	87	86	1	82	82	0
Sweet Apple	81	82	-1	81	81	0	80	80	0	84	86	-2	83	81	2
Tubman	36	26	10	35	34	1	40	50	-10	41	39	2	37	36	1
Evoline West	36	41	-5	32	44	-12	43	42	1	45	41	4	39	43	-4
Wilson Creek	80	82	-2	85	84	1	83	80	3	87	86	1	81	81	0
Woodland	57	67	-10	54	61	-7	57	58	-1	68	68	0	64	69	-5

na = first year in operation

FULTON COUNTY SCHOOLS
Fall 2010 - Iowa Tests of Basic Skills
Grade 8 - Mean National Percentile

All Students	Total Reading			Total Math			Total Language			Social Studies			Science		
	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010	2010	2009	Change 2009 to 2010
County (FULTON)	57	56	1	60	58	2	61	60	1	59	58	1	65	63	2
National Average	50	50	0	50	50	0	50	50	0	50	50	0	50	50	0
Amana	58	55	3	50	55	-5	62	52	10	63	57	6	67	61	6
Autrey Mill	75	71	4	78	74	4	76	74	2	73	70	3	79	74	5
Bear Creek	31	32	-1	33	37	-4	37	41	-4	32	37	-5	40	42	-2
Camp Creek	33	27	6	36	35	1	47	41	6	36	36	0	49	45	4
Crabapple	72	73	-1	69	68	1	72	74	-2	70	73	-3	76	78	-2
Elkins Pointe	59	61	-2	60	58	2	65	63	2	63	61	2	66	63	3
Fulton Science	84	80	4	88	83	5	84	79	5	85	80	5	84	81	3
Hapeville Charter	39	38	1	40	36	4	45	44	1	42	40	2	45	45	0
Haynes Bridge	71	71	0	70	71	-1	70	72	-2	70	69	1	73	73	0
Holcomb Bridge	58	58	0	57	53	4	58	59	-1	60	56	4	69	67	2
Hopewell	70	70	0	69	67	2	69	68	1	70	69	1	74	73	1
KIPP	51	43	8	56	47	9	61	56	5	52	40	12	52	43	9
McNair	29	26	3	31	29	2	33	33	0	32	28	4	36	33	3
Northwestern	80	76	4	80	75	5	79	75	4	80	74	6	82	77	5
Renaissance MS	34	34	0	32	32	0	40	40	0	37	38	-1	44	43	1
Ridgeview	52	49	3	53	54	-1	55	54	1	57	52	5	61	58	3
River Trail	79	77	2	86	81	5	78	77	1	77	76	1	82	80	2
Sandtown	44	44	0	42	43	-1	50	50	0	46	47	-1	53	55	-2
Sandy Springs	49	45	4	47	45	2	53	50	3	52	48	4	57	54	3
Taylor Road	73	72	1	78	74	4	79	77	2	74	69	5	75	74	1
Webb Bridge	73	76	-3	81	82	-1	75	77	-2	77	76	1	77	79	-2
Paul D. West	24	28	-4	32	35	-3	31	36	-5	29	33	-4	35	39	-4
Woodland	32	30	2	35	32	3	39	38	1	37	34	3	43	39	4

H. Reading / English Language Arts AMO Results

Annual Measurable Objectives (2010-2011) ES/MS- 80% HS-90.8%

	SCHOOL	DISTRICT	STATE
Bear Creek MS (DID NOT MAKE AYP)	ALL-91.8% ASIAN(not minimum size)-100 BLACK- 91.5 HISPANIC- 93.5 WHITE(not minimum size)-89.1 MULTI-RACIAL(not minimum size)-90.9 EL(not minimum size)-87.1 ED- 91.1 SWD-58.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Bethune ES (DID MAKE AYP)	ALL-88.9 BLACK- 88.6 ED- 88.2 SWD(not minimum size)-59.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Campbell ES (DID NOT MAKE AYP)	ALL- 87.6% BLACK- 86.3 HISPANIC- 91.7 MULTI-RACIAL(not minimum size)- 86.7 ED- 87.3 EL- 88 SWD- 65.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Creekside HS (DID NOT MAKE AYP)	ALL- 90.3% BLACK- 91.1 HISPANIC(not minimum size)- 75 ED-89.4 SWD(not minimum size)-55	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Evoline C. West ES (DID MAKE AYP)	ALL- 87.9% BLACK- 88.1 WHITE(not minimum size)-73.3 HISPANIC(not minimum size)- 89.3 MULTI-RACIAL(not minimum size)- 95.5 EL(not minimum size)- 80 SWD(not minimum size)-66.2	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

	SCHOOL	DISTRICT	STATE
	ED-86.8		
Love T. Nolan ES (DID MAKE AYP)	ALL- 83.6% BLACK- 83.1 MULTI-RACIAL(not minimum size)- 95.5 SWD(not minimum size)- 51.4 ED- 81.5	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
McClarín HS (DID NOT MAKE AYP)	ALL- 79.2% BLACK(not minimum size)- 79.2 ED(not minimum size)- 81	ALL- 95.3% ASIAN- 97.7 BLACK-92.6 HISPANIC- 87.7 WHITE- 98.3 MULTI-RACIAL- 97.6 SWD- 72.9 EL- 72.5 ED- 89.4	ALL- 91.7% ASIAN- 94 BLACK-87.9 HISPANIC- 89 WHITE- 95 MULTI-RACIAL- 94.6 SWD- 63.4 EL- 68.5 ED- 87.2
Oakley ES (DID MAKE AYP)	ALL- 88.8% BLACK- 88.4 HISPANIC(not minimum size)- 91.1 EL(not minimum size)-94.4 SWD- 81.1 ED- 87.1	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6
Palmetto ES (DID MAKE AYP)	ALL-85.8% BLACK- 86.9 HISPANIC(not minimum size)- 88.9 WHITE(not minimum size)- 79.4 EL(not minimum size)- 82.4 SWD(not minimum size)- 64 ED- 85.7	ALL- 94.5% ASIAN- 99.3 BLACK-90.8 HISPANIC- 90.6 WHITE- 98.6 MULTI-RACIAL- 96.7 SWD- 79.3 EL- 85.6 ED- 89.5	ALL- 92.1% ASIAN- 96.1 BLACK-87.9 HISPANIC- 90.8 WHITE- 95.4 MULTI-RACIAL- 94.2 SWD- 73.9 EL- 84.2 ED- 88.6

J. Striving Reader Comprehensive Literacy Grant Specific Program Assurances

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Fulton County Board of Education

Official Entity Name for Fiscal Agent/Sub-Grant Award Recipient

Instructions: The authorized signatory must initial the box adjacent to each assurance and must sign and date the document in blue ink to certify agreement to comply with each assurance. The fiscal agent must sign and date the document as well. These assurances will be in effect for FY12.

The Sub-grantee hereby assures that it will comply with the following:

Number	Initial Each Box Below in <u>Blue Ink</u>	Assurances
1.		The Sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
2.		Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
7.		The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8.		The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
9.		The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.
10.		All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
11.		The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

12.		Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.
13.		The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
14.		The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
15.		The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
16.		Funds shall be used only for financial obligations incurred during the grant period.
17.	N/A	The SRCL project funds will supplement, not supplant Federal, state, and other local funds that the applicant would otherwise receive.
18.		The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
19.		The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
20.		The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
21.		The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
22.		The Sub-grantee will submit an annual summative evaluation report no later than June 30.
23.		The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

24.		The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).
25.		The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
26.		The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
27.		Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
28.		In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21 st CCLC grant.
29.		All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

My signature below certifies that I am the authorized signatory for the Fiscal Agent and official Sub-grantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Fiscal Agency Head (required)

Dr. Robert Avossa

Typed Name of Fiscal Agency Head (required)

Superintendent

Typed Position Title of Fiscal Agency Head (required)

Date (required)

Name of entity/agency acting as Co-Applicant, if applicable:

Co-Applicant Assurance Signatures, if applicable:

My signature below certifies that I am the authorized signatory of the Co-Applicant for the grant program, and that I have read, understand, and agree to abide by all Assurances enumerated in pages 1-5. I also understand that failure to abide by all Assurances may result in loss or reduction of grant funding.

Please sign in blue ink.

Signature of Co-Applicant's Authorized Agency Head (if applicable)

Typed Name of Co-Applicant's Authorized Agency Head (if applicable)

Typed Position Title of Co-Applicant Authorized Agency Head (if applicable)

Date (if applicable)

K. Letter of Support – Sheltering Arms Pre-K Faculty



Sheltering Arms

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Accredited by the National Association for the Education of Young Children and supported by Head Start, United Way, the Georgia Department of Early Care and Learning, and center communities.

December 12, 2011

We, the members of the Stonewall Tell Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Roslyn Williams

Lee Stew

Nicole Mason

Denise Davison

Jess Lewis

Paul Lewis

Penny Beard

Shilda Davis

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and center communities.

December 12, 2011

We, the members of the Welcome All Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Linda Shea

Bonnie Paschal

Helen Caldwell

Quanya Jost

Carmen Scott

Kitasha Jenkins

Michelle Debney

V. Horton

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December 12, 2011

We, the members of the Oakley Township Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Carmen Scott

Bertrice Paschall

Elaine Powers

Ann McLean

Carol Griffin

Lucius Mayes

Margaret Scott

Wita Byrd

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December 12, 2011

We, the members of the East Point Early Education and Family Center Management Team, pledge that we fully support this application for a Striving Readers Initiative. We will support our Lead Teachers and Teachers as they work to improve their skills in teaching language and literacy to the Pre-k children enrolled in our Center, and we will provide guidance to the project as members of the Literacy Team.

Kathy Balling

Bernice Paschall

Janet Adams

Angela Howard

Antio Mallard

Debrah Anderson

Alice Jones

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X. Budget

A. District Budget Narrative

Assessments and Supplies

Fulton County Schools (FCS) requested funding includes costs for the purchase of required DIBELS Next assessment for all elementary schools, as well as supplies for four teachers per grade level at eight elementary schools. Additionally, funding is requested for required Scholastic Reading Inventory (SRI), as well as licenses, teacher kits, and product support plans.

Curriculum and Instructional Supplies

We request funding for instructional materials and supplies for each targeted Pre-K site with extended programming for 17 weeks, as well as for ESOL curriculum and other appropriate curricula. We also request funding for curriculum and instructional supplies to be used by one cohort of the Parent Leadership Institute for teenage parents at McClarin High School, in order to build the skills and capacity of parents to take greater leadership roles in the systems serving their children, including early learning programs and schools, and to make suggestions for revisions to the curriculum and training. Also, Bright from the Start has approved the use of several curricula in order to provide students with materials that promote oral language development, phonological awareness, and print awareness across all subject areas. Each Pre-K classroom and special needs Pre-K classroom would receive these materials.

Professional Development

We request funding for targeted teachers to have a full day of SRI Implementation training. Additionally, we request funding for targeted teachers to attend the Leadership Institute for Language and Literacy, a four-day series of workshops focused on leading language and literacy improvement through a variety of best practices. United Way Pre-K teachers will attend

two-day, five-hour professional learning opportunities based on their needs. We also request funding for professional learning opportunities for group daycare, family daycare homes, and selected childcare centers in the targeted feeder patterns that support the coordination and alignment of services from birth-5, and support the feeder patterns in these communities. The three-day, five-hour trainings for Fulton County Pre-K teachers will focus on implementing researched based instruction to foster language and literacy, support and extend Pre-K curriculum concepts, and integrate math and science concepts. Pre-K teachers will also attend professional learning for a total of five days at the Literacy Institute with the United Way to learn additional literacy strategies, as well as professional learning to develop skills in implementing the Bright from the Start curriculum. All requested professional development funding also includes benefits calculated at 27.7% for full-time employees and at 10% for teacher stipends for targeted teachers to attend content-specific professional learning.

Additionally, professional development funds will be utilized in a partnership with the Georgia Wolf Trap Literacy Program K-2, which has a professional learning focus. In GA Wolf Trap/Alliance Theatre, classroom teachers work with professional teaching artists to learn drama strategies that promote learning in literacy skills including speaking, listening, reading and writing. The program also builds drama skills in oral and non-verbal expression, creative and critical thinking, ensemble work and self-regulation. Targeted teachers will attend an on-site full-day orientation and instructional session presented by Alliance Theatre at the Woodruff Arts Center staff and Teaching artists, as well as a Summer Seminar. These costs include teacher registration fees and teacher stipends. Also, services provided include 12 classroom sessions with Teaching Artists, to include coaching, demonstration lessons and observations.

Subcontractors/Consultants

We request funding for one full-time equivalent Project Director to manage grant funds, and one Professional Assistant III. Both of these costs include benefits calculated at 27.7%.

Requested contractor funding also includes the cost of Pre-K lead teachers for an additional 21 days and Pre-K teacher assistants for an additional 16 days. The amount includes the daily rate for these teachers and 27.7% for benefits. Additionally, we request funding for Pre-K teachers to be supported by experienced literacy coaches from Bright from the Start throughout the school year.

The GA Wolf Trap Literacy Program K-2 costs include contract fees for Teaching Artists to hold five planning sessions with targeted teachers, documentation, assessment, and curriculum development for each classroom, supplies, including simple props, puppets, and story-telling objects for each classroom, and program administration fees, including training and supervision of Teaching Artists, site coordination, curriculum development, scheduling and data management, budget administration, workshop and seminar design, and other administrative tasks carried out by the Director and Assistant Director of the Institute for Educators and Teaching Artists. Teaching Artists are paid Social Security (Alliance Theatre) at .09%, based on residency, planning, and workshop fees.

Print Materials

We request funding for print materials through GA Wolf Trap, including books, scripts, and supplies for targeted Pre-K classrooms.

Events

We request funding for a parent/caregiver event offered each year through GA Wolf Trap, including a Teaching Artist fee per targeted classroom. We also request funding for targeted Pre-K classrooms to have Read Aloud Workshops.

Pupil Travel/Field Trip

We request funding for the annual field trip through GA Wolf Trap to an Alliance Theatre production for young people. These costs include ticket prices for students, a complimentary ticket for the teacher, and bus transportation per classroom. Targeted Pre-K classrooms will have the option to attend either a play at the Alliance Theatre, or a performance at the Teaching Museum.

Stipends/Additional Salary Money

We request funding for teacher stipends for required Georgia Department of Education Summer Training to implement the grant.

Travel

We request funding for teacher travel expenses for required Georgia Department of Education Summer Training to implement the grant.